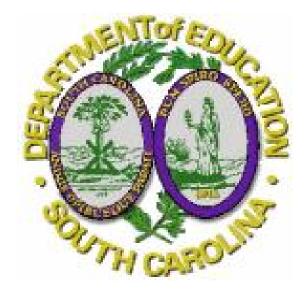# External Review Team (ERT) Report Instrument

**Intervention and Assistance Program**
**Office of School Quality**
**Division of Curriculum Services and Assessment**



**Revised for District Year 2006–07**

District: _____

ERT members: chairperson _____ member _____ member _____

# FOCUS AREAS

**Leadership and Governance**

**Curriculum and Instruction**

**Professional Development**

**Performance**

# ERT Report Instrument

**Intervention and Assistance Program**
**Office of School Quality**
**Division of Curriculum Services and Assessment**

# Leadership and Governance

**Revised for District Year 2006–07**

**District:** _____

| FOCUS AREA: Leadership and Governance | | |
|---|---|---|
| **Number**<br>L&G<br>1 | **Reference**<br>59-18-110<br>59-1-440 | **STANDARD:** The district evidences an acceptance of shared responsibility for improving student performance by administrators, teachers, parents, students, and the community and takes action to improve classroom practice and student performance. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 1.1** | **District policies and procedures support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br><br>   ☐ There are some local policies or procedures to support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that state and local standards and assessments are aligned with state standards and assessment.<br><br>   ☐ Policies or procedures exist that support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments; however, they are not being followed.<br><br>   ☐ There are no policies or procedures on the local | ☐ The district leadership must review, revise, and/or modify existing polices or procedures to support the use of academic achievement standards that assist schools and students in achieving higher performance by aligning local standards and assessments to state standards and assessments.<br><br>☐ The district leadership must take immediate action to enforce existing policies or procedures that support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments.<br><br>☐ The district leadership must develop policies and procedures to support the use of the academic achievement standards that assist schools and students in achieving higher performance by aligning local standards and assessment to state standards and assessments. | | **Office of School Quality**<br><br>☐ Broker services through the South Carolina School Board Association to<br>  • provide an annual policy workshop or policy review with the board;<br>  • review the Board's policies prior to adoption;<br>  • review all new or revised policies formally adopted by the board for content, format, and legal compliance; and<br>  • provide sample policies upon request.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|--------|-----------|-----------------|-------------|----------------------|
| | level that support academic achievement standards of performance by aligning local standards and assessments to state standards and assessments. | | | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|--------|-----------|-----------------|-------------|---------------------|
| **L&G 1.2** | **The district has policies or procedures to ensure the identification and provision of resources designed to strengthen the process of teaching and learning in the classroom, improve student performance, and address gaps in student performance. Funds are allocated based on priorities identified in the district strategic plan or school renewal plan.**<br><br>▸ **(District-driven Indicator)**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ The district's policies or procedure do not ensure the identification and provision of resources to strengthen the quality of teaching and learning in the classroom.<br>　☐ District funds are not allocated on the basis of priorities identified in the district strategic plan or the school renewal plan.<br>　☐ Policies and procedures exist but are not being followed.<br>　☐ The district has no written policies or procedures for this indicator. | ☐ The district staff must revise existing policies or procedures to ensure the identification and provision of resources designed to strengthen the quality of teaching and learning in the classroom, improve student performance, and address gaps in student performance.<br><br>☐ The district staff must review and revise its existing funding procedures to ensure appropriate allocation to needs identified in the district strategic plan or the school renewal plan.<br><br>☐ The district staff must take immediate action to ensure existing policies and procedures are being followed.<br><br>☐ The district staff must develop written policies or procedures to ensure the identification and provision of resources designed to strengthen the quality of teaching and learning in the classroom, improve student performance, and address gaps in student performance. | | **Office of School Quality**<br><br>☐ Provide or broker a workshop on writing policies and procedures.<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>☐ Broker services through the South Carolina School Boards Association to<br><br>• provide an annual policy workshop or policy review with the board;<br><br>• review all new or revised policies formally adopted by the local board for content, format, and legal compliance; and<br><br>• provide sample policies upon request. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 1.3** | **All schools within the district implement master schedules that provide maximum time for teaching and learning.**<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>   ☐ The master schedule is generally supportive of teaching and learning; however, modifications could be made to improve its overall effectiveness.<br><br>   ☐ The school's master schedule does not maximize opportunities or ensure that priority is given during the school day for teaching and learning. | ☐ The schools' leadership must revise and/or modify the existing schedule to ensure that it maximizes time for teaching and learning.<br><br>☐ The schools' leadership must implement a schedule that maximizes time for teaching and learning. | | **Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of School Leadership**<br><br>☐ Provide sessions on scheduling and instructional monitoring.<br><br>☐ Provide consultation and/or formal professional growth opportunities on time management and the principal as the instructional leader.<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

| FOCUS AREA:  Leadership and Governance | | |
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| **Number**<br>L&G<br>2 | **Reference**<br>59-24-30<br>59-24-40 | **STANDARD:**  District administrators have individual professional growth plans with annual updates to support their individual growth and district and school needs as defined by the district strategic plan and the school renewal plan. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 2.1** | **The individual professional growth plans for principals are developed using the State Board of Education's criteria and standards for principal performance.**<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br> ☐ The principal's individual professional growth plan does not include all of the required elements or is not aligned with the school renewal plan.<br> ☐ The principal does not have a professional growth plan. | ☐ The professional growth plan for the principals must be reviewed and updated so that it is complete and compliant with the State Board of Education's criteria and standards for principal performance.<br><br>☐ An individual professional growth plan for district administrators that is complete and compliant with the standards for performance must be created immediately. | | **Office of School Leadership**<br><br>☐ Provide consultation and/or formal professional growth opportunities on development of individual professional growth plans.<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 2.2** | **All other school administrators have ongoing individual professional development plans with annual updates that are appropriate to their roles or positions and are aligned with the district strategic plan.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ The professional development plans are not appropriate to the administrators' duties or are not aligned to the school renewal plan.<br>   ☐ The professional development plans are on file but are not being implemented.<br>   ☐ District administrators do not have professional development plans. | ☐ The individual professional development plans for school administrators must be updated or modified to ensure that they are appropriate to their roles or positions and are aligned to the school renewal plan.<br><br>☐ The school leadership must take action to implement the professional development plans for all other administrators.<br><br>☐ Individual professional development plans for district administrators must be created. The plans must be appropriate to their role or position and aligned to the district strategic plan. | | **Office of School Leadership**<br>☐ Provide consultation and/or formal professional growth opportunities on development of individual professional growth plans.<br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
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| **Number**<br>L&G 3 | **Reference**<br>59-18-1300 | **STANDARD:** Principals are involved in the selection, discipline, and dismissal of personnel in their schools. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 3.1** | **Local polices or procedures direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their schools' and those policies are followed.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The written policies do not specify procedures for selection, discipline, and dismissal of personnel.<br>  ☐ Policies and procedures exist but are not being followed.<br>  ☐ The principals are not involved in one of the following areas: selection, discipline or dismissal.<br>  ☐ There are no written local policies or procedures that direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their particular schools. | ☐ The district leadership must review and revise and/or modify policies and procedures to direct the active involvement of principals in the selection, discipline, and dismissal of personnel in their schools.<br><br>☐ The district leadership must articulate a written plan to ensure that principals comply with existing policies and procedures regarding the selection, discipline, and dismissal of personnel in their schools.<br><br>☐ The district leadership must develop policies or procedures to direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their schools. | | **Office of School Leadership**<br>☐ Provide training for principals through the SLEI sessions on working with teachers.<br>☐ Provide consultation and/or formal professional growth opportunities on human resource management.<br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.<br>**Office of School Quality**<br>☐ Broker services for writing procedures.<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
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| Number | Reference | **\* STANDARD:** The district has an early childhood initiative that includes staff training to prepare teachers and administrators in teaching techniques and strategies needed to implement that initiative. |
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| L&G 4 | 59-139-10 59-139-20 59-1-450 59-36-20 | *This standard should be reviewed only for schools serving students in kindergarten through grade three. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 4.1** | **The district strategic plan includes an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for pre-school children in the district; and these initiatives are being fully implemented.**<br><br>▸ **(District-driven Indicator)**<br><br>**Findings:**<br><br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ The district strategic plan includes an early childhood initiative; however, this initiative is not being fully implemented.<br>   ☐ The early childhood initiative does not include a half-day program for four-year-olds.<br>   ☐ The early childhood initiative does not include a parenting program.<br>   ☐ The early childhood initiative does not include | ☐ The district <u>must revise</u> the early childhood initiative found in the district strategic plan, ensuring that it integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for pre-school children in the district.<br><br>☐ The district leadership must take action to ensure that the early childhood initiative is being <u>implemented</u> in accordance with the plan.<br><br>☐ The district <u>must develop and implement</u> an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for preschool children in the district. | | **Office of Early Childhood Education**<br><br>☐ Provide a workshop on recruiting parents of children who qualify for early childhood programs.<br><br>☐ Provide guidance in selecting approved parent education programs offered to parents of children who qualify for early childhood assistance.<br><br>☐ Provide training in appropriate early childhood practices and parenting programs.<br><br>☐ Provide training for the screening and identification process as well as targeting academic assistance.<br><br>☐ Provide guidance for professional staff to use community outreach for recruitment practices.<br><br>☐ Provide guidance for staff to use community agencies for collaboration in identifying students.<br><br>☐ Visit, monitor, and evaluate the early childhood programs regularly and |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | early childhood assistance | | | provide feedback to the district. |
| | ☐ The district strategic plan does not include an early childhood initiative. | | | ☐ Provide administrators with training in using the early childhood evaluation instrument. |
| | ☐ Early childhood initiatives are not being implemented. | | | ☐ Provide workshops to review compliance requirements. |
| | | | | ☐ Recommend and coordinate site visits to exemplary early childhood programs with similar demographics. |
| | | | | ☐ Provide a workshop on Title I guidelines for parenting programs and staff training. |
| | | | | ☐ Provide guidance in coordinating funds from state and federal sources. |
| | | | | **Office of Curriculum and Standards** |
| | | | | ☐ Provide information on coordination of federal funds. |
| | | | | **Office of School Quality** |
| | | | | ☐ Provide or broker services to assist in writing district strategic plans. |
| | | | | ☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 4.2** | **The district leadership will design and implement a developmentally appropriate curriculum model from pre-school through grade three, based on a needs assessment and on strategies found to be effective in research.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ The pre-school through third grade curriculum is not based on the needs of the students in the schools and/or is not based on strategies found to be effective in research.<br>   ☐ The pre-school through third grade curriculum is appropriate and uses sound research-based strategies; however, it is not being implemented as written.<br>   ☐ The district does not have a curriculum for grades pre-school through third grade. | ☐ The district leadership must review and revise the curriculum for grades pre-school through grade three to ensure that it is based on a needs assessment and on strategies found to be effective in research.<br><br>☐ The district leadership must take action to ensure that the approved pre-school through grade three curriculum is being fully implemented in the classroom.<br><br>☐ The district leadership must design and implement a developmentally appropriate curriculum model for pre-school through grade three, based on a needs assessment and on strategies found to be effective in research. | | **Office of Early Childhood Education**<br><br>☐ Provide a workshop on appropriate curriculum models for preschool through grade three.<br><br>☐ Visit, monitor, and evaluate the curriculum models for preschool through grade three.<br><br>☐ Recommend and coordinate site visits to exemplary early childhood programs with similar demographics.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Curriculum and Standards**<br><br>☐ Provide professional development in how to review curricula with a focus on data. |

| FOCUS AREA:  Leadership and Governance | | |
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| **Number** L&G 5 | **Reference** 59-139-10 | **STANDARD:** The district has established academic assistance initiatives for all grade levels. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 5.1** | **The district has an academic assistance initiative to support students with academic difficulties in all grades (preschool through grade twelve) so that they are able to progress academically with their peers.**<br><br>Options **may** include<br><br>a. extended-day and/or weekend programs,<br>b. extended school year,<br>c. tutorial programs,<br>d. floating teachers assigned to work with students who have academic difficulties, and<br>e. alternatives to the above options.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br> ☐ The district has an academic assistance initiative intended to support students with academic difficulties; however, it is not being implemented appropriately.<br> ☐ The district does not have an academic assistance initiative for the grade levels it serves. | ☐ The district leadership must review and revise and/or modify the existing academic assistance initiative to better support students with academic difficulties so that they are able to progress academically with their peers.<br><br>☐ The district leadership should consider adding the following initiatives to the academic assistance program:<br> ☐ Extended-day and/or weekend programs<br> ☐ Extended school year<br> ☐ Tutorial programs<br> ☐ Floating teachers assigned to work with students who have academic difficulties<br><br>☐ The district leadership must provide an appropriate academic assistance initiative designed to enable students having academic difficulties to progress academically with their peers. | | **Office of Curriculum and Standards**<br>☐ Provide suggestions and guidance for the implementation of effective academic assistance procedures.<br><br>**Office of School Quality**<br>☐ Provide or broker services to help the school establish an academic assistance initiative.<br>☐ Provide assistance in finding new and innovative programs that might be used for supporting students with academic assistance.<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA:  Leadership and Governance |||
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| **Number**<br>L&G<br>6 | **Reference**<br>59-18-500 | **\* STANDARD:** The district has academic plans for individual students who are lacking the skills to perform at current grade levels.  The plans were developed using EAA guidelines for academic plans for students (APSs).<br><br>**\***This standard should only be reviewed for schools serving students in grades three through eight. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G<br>6.1** | **The district has a policy for Academic Plans for Students that is consistent with state APS Guidelines. The policy and procedures are disseminated to all parents (grades 3-8) and are understood by all faculty members.**<br><br>▸ **(District-driven Indicator)**<br><br>**Findings:**<br><br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The district has a policy for Academic Plans for Students; however, it is not consistent with APS Guidelines.<br>  ☐ The district APS policy was not disseminated to parents of students in grades 3-8.<br>  ☐ The school faculty cannot articulate the process for Academic Plans for Students in their school.<br>  ☐ The district policy for Academic Plans for Students is not being followed.<br>  ☐ The district does not have a policy for Academic Plans for Students. | ☐ The district APS policy must be modified to ensure that it complies with APS Guidelines.<br><br>☐ The district/school leadership must provide immediate dissemination of the APS guidelines to qualifying students and their parents/guardians.<br><br>☐ The school leadership must take immediate action to educate all faculty members about the APS program.<br><br>☐ The district leadership must immediately construct and implement APS guidelines. |  | **Office of Curriculum and Standards**<br><br>☐ Provide assistance for the school/ district in reviewing the State's guidelines for academic plans for students.<br><br>☐ Provide a workshop on formulating a strategy for the systemic use of academic plans.<br><br>☐ Provide suggestions and guidance for the implementation of effective academic plans.<br><br>☐ Provide assistance on developing and implementing a policy and procedures relating to students with limited English proficiency (LEP).<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|--------|-----------|-----------------|-------------|----------------------|
| **L&G 6.2** | **The district includes students, along with parents and appropriate school personnel, in the APS conference ensuring that the APS is tailored to the specific needs of the student.**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>  ☐ Parents/guardians of students needing an APS do not consistently participate in APS conferences.<br><br>  ☐ Students needing an APS do not consistently participate in APS conferences.<br><br>  ☐ Appropriate school faculty members do not consistently participate in APS conferences.<br><br>  ☐ The APS is not tailored to the specific needs of the student.<br><br>  ☐ The district's schools do not include students along with parents and appropriate school personnel in the APS conference. | ☐ The district leadership must develop and implement a system to ensure that parents, students and appropriate faculty members fully participate in APS conferences and the APS is tailored to the specific student's needs.<br><br>☐ The district leadership must develop and implement a system that ensures that all parents/guardians of students needing an APS are notified in an appropriate and timely manner. | | **Office of Curriculum and Standards**<br><br>☐ Provide information and technical assistance for the school/district to outline the implementation of the academic plan process.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 6.3** | **Academic plans are monitored each grading period, and there is a method for notifying parents of ongoing progress. Appropriate action is taken when students are not making expected progress.**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>   ☐ All academic plans are monitored; however, they are not reviewed quarterly.<br><br>   ☐ Some, but not all, academic plans are reviewed quarterly.<br><br>   ☐ Academic plans are reviewed quarterly; however, parents are not notified of ongoing progress.<br><br>   ☐ Academic plans are monitored quarterly; however, no action is taken when students are not meeting expected progress.<br><br>   ☐ Academic plans are not monitored quarterly. | ☐ The district leadership must develop and implement a system that ensures all APSs are reviewed at least quarterly, parents are notified of the results of the review, and appropriate action is taken when students are not meeting expected progress. | | **Office of Curriculum and Standards**<br><br>☐ Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|--------|-----------|-----------------|-------------|----------------------|
| **L&G 6.4** | **Students not meeting grade level standards at the end of their first APS year are notified—at that time—that they will be on academic probation in their second APS year (the school should attempt to accomplish this in an end-of-year conference with the parents and students) and action is taken to assist the students in meeting their APS goals.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ Students not meeting grade level standards at the end of their first APS year are placed on academic probation; however, they are not formally notified of their status.<br>　☐ Some students not meeting grade level standards at the end of their first APS year are not placed on academic probation in their second APS year.<br>　☐ Most students not meeting grade level standards at the end of their first APS year are not placed on academic probation in their second APS year. | ☐ The district leadership must immediately develop and implement a system that ensures that <u>all</u> students not meeting grade level standards at the end of their first APS year are notified in writing that they will be on academic probation in their second APS year. | | **Office of Curriculum and Standards**<br>☐ Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 6.5** | **All second year APS students are required to attend summer school or a comprehensive remediation program that meets EAA APS standards.**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>☐ Some second year APS students do not attend a comprehensive remediation program or summer school.<br><br>☐ All second year APS students attend a summer school or comprehensive remediation program; however, the program does not meet EAA APS standards.<br><br>☐ Most second year APS students do not attend a comprehensive remediation program or summer school.<br><br>☐ No summer school or comprehensive remediation program is available to second year APS students. | ☐ The district leadership must immediately modify their summer school or comprehensive remediation program to ensure that it meets EAA APS standards.<br><br>☐ The district leadership must immediately develop and implement a system that ensures that <u>all</u> second year APS students attend summer school or a comprehensive remediation program that meets EAA APS standards.<br><br>. | | **Office of Curriculum and Standards**<br><br>☐ Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 6.6** | **Students not meeting grade level standards at the end of their APS probation year (or second APS summer school if applicable) are notified—at that time—that they will be retained (the school should attempt to accomplish this in an end-of-year conference with the parents and students), and action is taken to assist the students in meeting their APS goals.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Students not meeting grade level standards at the end of their second APS year are retained; however, they are not formally notified in advance of their status.<br>  ☐ Some students not meeting grade level standards at the end of their second APS year are not retained.<br>  ☐ No action is taken to assist students who are retained in meeting their APS goals.<br>  ☐ Most students not meeting grade level standards at the end of their second APS year are not retained. | ☐ The district leadership must immediately develop and implement a system that ensures that <u>all</u> students not meeting grade level standards at the end of their second year are retained, and action is taken to assist these students in meeting their APS goals. | | **Office of Curriculum and Standards**<br>☐ Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 6.7** | **The district maintains individualized, accurate and complete records of APSs in students' permanent records, uses this information to guide development and implementation of continuing APSs, and forwards this information when a student transfers to another school.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ Some APS student records were not accurate or complete.<br>　☐ Records were complete but were not transferred when the student transferred.<br>　☐ Most APS student records were not accurate or complete.<br>　☐ The district does not have an established system for maintaining APS records. | ☐ The district leadership must immediately improve their system for maintaining APS records to ensure that they are accurate and complete.<br><br>☐ The district leadership must take steps to ensure that all APS records are forwarded to the receiving school when an APS student transfers.<br><br>☐ The district leadership must immediately develop and implement a system that ensures all APS records are accurate and complete. | | **Office of Curriculum and Standards**<br>☐ Assist school/district in the development of a record-keeping system for academic plans for students.<br>☐ Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
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| Number | Reference | STANDARD: The district strategic plan is developed every five years, is coordinated with the school renewal plans, and is reviewed and revised annually with input from principals, parents/guardians, teachers, the School Improvement Council (SIC), and community members. All areas of school improvement are incorporated into one comprehensive plan. |
|---|---|---|
| L&G 7 | 59-18-1500 59-20-60 59-139-10 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| L&G 7.1 | **Principals, parents/guardians, teachers, the SIC and community members are involved in the annual review and revision of the district strategic plan.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Some, but not all key stakeholders are actively involved in the annual review and revision of the district strategic plan.<br>  ☐ There is no documentation to suggest that principals, parents/guardians, teachers, the SIC, and community members were collectively involved in the annual review and revision of the district strategic plan.<br>  ☐ The district does not have an up-to-date district strategic plan. | ☐ The district leadership must provide professional development with regard to forming collaborative relationships between school and community.<br><br>☐ The district leadership must establish written goals and strategies to improve community, parental, and staff involvement in the annual review and revision of the district strategic plan.<br><br>☐ The district leadership must ensure that all key stakeholders are included in the annual review and revision of the district strategic plan.<br><br>☐ The district leadership must take immediate steps to develop and implement a district strategic plan. | | **Office of Technology**<br>☐ Provide suggestions and guidance on aligning the district technology plan with the district strategic plan and the school renewal plan.<br><br>**Office of School Quality**<br>☐ Assist the school with the development of the school renewal plan.<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 7.2** | **Assessments of the effectiveness of strategies in the district strategic plan and the school renewal plan provide data regarding the impact of strategies and indicate whether they should be continued, modified, or terminated.**<br><br>**(Data-driven decisions)**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ Some data are used to make decisions on whether strategies should be continued, modified, or terminated; however, data analysis is not routinely used in the decision making process.<br>    ☐ There is no assessment of the effectiveness of strategies in the district strategic plan and/or the school renewal plan.<br>    ☐ There are no data for the assessment of strategies in the district strategic plan and/or school renewal plan. | ☐ The district leadership must review the effectiveness of strategies in the district strategic plan and the school renewal plan and provide data regarding the impact of strategies; and indicate whether they should be continued, modified, or terminated.<br><br>☐ The district and school leadership must develop a means to use data in assessing the effectiveness of strategies in the district strategic plan and the school renewal plan. | | **Office of Assessment**<br><br>☐ Provide or broker assistance to establish a procedure for determining the effectiveness of the strategies in the district strategic plan and the school renewal plan.<br><br>**Office of School Quality**<br><br>☐ Provide strategic planning workshops that address planning, implementing, and evaluating the success of the plan.<br><br>☐ Broker consultant services to assist districts with district strategic plan and school renewal plan evaluation.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 7.3** | **The district delineates the strategies and the support that it will provide to a school to assist in the implementation of the school renewal plan.**<br><br>▶ **(District-driven Indicator)**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ The district strategic plan does not completely address how the district will support and assist the school as it implements the school renewal plan.<br>　☐ The district strategic plan does not define the strategies and support that it will provide to the school to assist in implementing the school renewal plan.<br>　☐ The district does not provide support to the school in implementing the school renewal plan. | ☐ The district must review and revise its strategic plan to ensure that it delineates the strategies and the support that it will provide to schools to assist in the implementation of the school renewal plan.<br><br>☐ The district must provide support to the schools in implementing the school renewal plan. | | **Office of School Quality**<br><br>☐ Provide strategic planning workshops that address the implementation of district's school renewal plans.<br><br>☐ Broker consultant services to provide planning workshops for writing school renewal plans.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

24

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 7.4** | **The schools' renewal plans integrate the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ The schools' renewal plans do not integrate all aspects of the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.<br>    ☐ The schools' renewal plans are not aligned with the district strategic plan. | ☐ The district and school leadership must review, revise, and/or modify the school renewal plan to integrate all aspects of needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan. | | **Office of School Quality**<br><br>☐ Provide or broker strategic planning workshops that address the integration of needs, goals, objectives, strategies, and evaluation methods found in school renewal plans.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
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| **Number**<br>L&G<br>8 | **Reference**<br>59-18-1500<br>59-5-65 | **STANDARD:** The district fosters the success of all students by providing a positive, safe environment that is student-centered and has high expectations for all students. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G**<br>**8.1** | **The district has established programs that promote intellectual, social, and emotional growth for all students.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The district has sufficient programs that promote intellectual, social, and emotional growth, but they have limited availability to students.<br>  ☐ The district has a limited number of programs that promote intellectual, social, and emotional growth, which are not sufficient for the student population.<br>  ☐ There is no evidence that the district has programs in place that promote students' intellectual, social, and emotional growth. | ☐ The district must enhance existing programs that promote students' intellectual, social, and emotional growth and ensure that these programs are available to all students.<br><br>☐ The district must take immediate action to develop and implement programs that promote students' intellectual, social, and emotional growth and make those programs available to all students. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of School Leadership**<br>☐ Provide consultation and/or formal professional growth opportunities on school climate and culture.<br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 8.2** | **The district has procedures in place that deal with student misconduct in a prompt and effective manner.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ There are discipline policies in place, but they are limited in effectiveness and/or are not accessible to parents and students.<br>    ☐ There is not a system in place to maintain records of disruptive behavior.<br>    ☐ The district does not have discipline policies in place. | ☐ The district leadership must modify and implement discipline policies that deal with student misconduct in a prompt and effective manner.<br><br>☐ The district leadership must devise a plan to maintain records of disruptive behavior.<br><br>☐ The district leadership must take immediate action to develop and implement an effective and accessible discipline plan at the school. | | **Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>☐ Provide consultation and/or formal professional growth opportunities on effective school discipline systems.<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 8.3** | **The physical condition of the facility is clean, safe, and well-equipped.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Overall, the schools are clean, safe and well equipped; however, there are some areas that of the school that need attention.<br>  ☐ The schools are not clean, safe and/or well equipped.<br>  ☐ Early childhood classrooms (preK and K) do not meet health and safety criteria that are appropriate for young children. | ☐ The district/school leadership must immediately assess all areas of the school and take action to ensure that they are clean, safe, and well-equipped.<br><br>☐ The school(s)/district must take immediate action to develop and implement a plan to improve the condition of the school facility, ensuring that it is always clean, safe, and well-equipped.<br><br>☐ The school(s)/district must take immediate action to request state assessment of health and safety preK and K evaluation.<br><br>☐ The school(s)/district must take immediate action to comply with all recommendations following the state assessment of preK and K classrooms. | | **Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 8.4** | **The district has written safe school checklists that are routinely used to assess safety strengths and weaknesses, and district staff members are prepared to react in an emergency situation.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ The district's schools have written safe schools checklists; however, they are not routinely used to assess safety strengths and weaknesses.<br>   ☐ The district's schools have written safe schools checklists; however, the staff members are not prepared to react in an emergency situation.<br>   ☐ The district's schools do not have written safe school checklists that are routinely used to assess safety strengths and weaknesses, and school staff members are not prepared to react in an emergency situation. | ☐ The district/school leadership must routinely use the existing safe school checklists to assess safety strengths and weaknesses.<br><br>☐ The district/schools leadership must immediately provide staff with preparedness training and/or drills to ensure that they are adequately prepared to respond to an emergency situation.<br><br>☐ The district/schools leadership must take immediate action to develop an emergency action plan and provide an orientation of the plan to students and teachers.<br><br>☐ The district/schools leadership must immediately develop, disseminate and implement safe schools checklist(s) to assess safety strengths and weaknesses. | | **Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Safe Schools and Youth Services**<br><br>☐ Provide information/ training about the Safe and Drug free programs and school safety issues (i.e., Uniform Management Information Reporting Systems (UMIRS) and Persistently Dangerous). |

| FOCUS AREA: Leadership and Governance | | |
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| Number | Reference | STANDARD: |
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| L&G 9 | 59-18-320<br>59-30-10<br>PL107-110<br>59-18-310 | STANDARD: Standardized testing is administered in accordance with the requirements of the Education Accountability Act of 1998 and No Child Left Behind (NCLB), and the district has programs and services in place to assist students who fail the standardized tests. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| L&G 9.1 | **\* The PACT is administered to all students in grades three through eight. Students with disabilities participate in the PACT with accommodations, modifications, or South Carolina Alternate Assessment (SC-Alt) as outlined in their IEP.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ It appears that all students are being appropriately tested; however, the district does not have an established system to monitor the testing process.<br>   ☐ Teachers are not familiar with the SC-Alt.<br>   ☐ Documents indicate that not all students in grades three through eight were given the PACT or the SC-Alt.<br>   ☐ Test administration plans do not include accommodations and/or modifications for all tested core subjects.<br>\* This indicator should be reviewed for grades three through eight. | ☐ Before the next testing cycle, the district/school leadership must provide in-service to teachers regarding the PACT-Alt and how to design appropriate accommodations and/or modifications of students served with IEPs.<br><br>☐ The district leadership must establish a system to ensure that the PACT or the PACT-Alt will be administered to all students in grades three through eight. | | **Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 9.2** | **\* The South Carolina High School Assessment Program (HSAP) test is administered to all eligible students who meet the HSAP Participation Guidelines, unless they meet the state qualifications for alternate assessment.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ It appears that all students are being appropriately tested; however, the district does not have an established system to monitor the testing process.<br>   ☐ The South Carolina High School Assessment Program (HSAP) test is not administered to all students beginning in the tenth grade and retesting up to four times as necessary.<br>   ☐ Students that fail the HSAP test are not retested up to four times.<br><br>\* This indicator should be reviewed only for grades nine through twelve. | ☐ The district/school leadership must establish a system that ensures that the South Carolina High School Assessment Program (HSAP) test is administered to all eligible students who meet the HSAP Participation Guidelines,\*\* unless they meet state qualifications for the HSAP-Alt. The system must ensure that students who have not passed the test will be retested.<br><br><br>\*\* Refer to HSAP Participation Guidelines. | | **Office of Assessment**<br><br>☐ Conduct training for district test coordinators on the administration of the HSAP test.<br><br>☐ Provide workshop on how to analyze the data on students who repeat taking the HSAP test.<br><br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 9.3** | **\* The district has remediation programs to assist those students who score below basic on the PACT.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ The remedial programs in place at the school(s) do not address the needs of students who score below basic on the PACT.<br>    ☐ The school(s) does/do not have remedial programs in place to assist those students who score below basic on the PACT.<br><br>\* This indicator should be reviewed only for grades three through eight. | ☐ The district/school leadership must review and revise their remedial programs to ensure that they address the needs of students who score below basic on the PACT.<br><br>☐ The district/school leadership must immediately develop and implement remedial programs to assist those students who score below basic on the PACT. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 9.4** | **\* The district has remedial programs to assist those students who do not pass the HSAP test, one of the requirements for receiving a South Carolina high school diploma.**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>  ☐ The remedial programs in place at the school(s) does/do not address the needs of students who do not pass the HSAP test.<br><br>  ☐ The school(s) does/do not have remedial programs in place to assist those students who do not pass the HSAP test.<br><br>\* This indicator should be reviewed only for grades nine through twelve. | ☐ The district/school leadership must review and revise their remedial programs to ensure that they address the needs of students who do not pass the HSAP test.\*\*<br><br>☐ The district/school leadership must immediately develop and implement remedial programs to assist those students who do not pass the HSAP test.\*\*<br><br><br>\*\* Refer to HSAP Participation Guidelines. | | **Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 9.5** | **The English Language Development Assessment (ELDA) is administered to *all* Limited English Proficient (LEP) students in grades K-12 in accordance with LEP guidelines. Students with disabilities participate in the ELDA with accommodations and modifications.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ It appears that all LEP students are being appropriately tested; however, the district does not have an established system to monitor the testing process.<br>　☐ Teachers are not familiar with the ELDA.<br>　☐ Documents indicate that not all LEP students in grades K-12 were given the ELDA. | ☐ Before the next testing cycle, the district/school leadership must provide in-service to all LEP teachers and testing coordinators regarding the ELDA and how to design appropriate accommodations and/or modifications of students served with IEPs.<br><br>☐ The district/school leadership must establish a system to ensure that the ELDA will be administered to all students in grades K-12. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 9.6** | **The South Carolina Assessment End of Course Exam Program (EOCEP) is administered to all students enrolled in courses in which EOCEP is required.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ It appears that all students enrolled in courses in which EOCEP is required are being appropriately tested; however, the district does not have an established system to monitor the testing process.<br>   ☐ The EOCEP is not administered to all students enrolled in courses in which EOCEP is required.<br>   ☐ The EOCEP is not administered within the specified time frame.<br>   ☐ Teachers do not use the EOCEP results as 20% of the students' final grade.<br>   ☐ No plan is in place for ensuring content standards are distributed on the first day of courses in which the EOCEP is required. | ☐ The district/school leadership must establish a system that ensures the South Carolina End of Course Exam Program (EOCEP) is administered to all students enrolled in courses in which the EOCEP is required within the specified time frame and has an established system to monitor the testing process.<br><br>☐ The district/school leadership must establish a system that ensures the South Carolina End of Course Exam Program (EOCEP) is calculated as 20% of the students' final grade.<br><br>☐ The district/school leadership must establish a system that ensures the content standards are distributed on the first day of courses in which the South Carolina End of Course Exam Program (EOCEP) is required. | | **Office of Assessment**<br>☐ Conduct training for district test coordinators on the administration of the EOCEP<br>☐ Provide workshop on how to analyze the data on students who take the EOCEP.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
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| Number | Reference | |
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| L&G 10 | 59-18-350 | **\*STANDARD**: The district offers state-funded PSAT or PLAN testing.<br><br>**\***This standard should be reviewed only for schools serving students in grades ten and higher. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 10.1** | **High schools offer to all tenth-grade students the opportunity to take state-funded PSAT or PLAN tests to all tenth-grade students in order to assess and identify curricular areas that need to be strengthened and reinforced.**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>  ☐ All tenth-grade students are given the opportunity to take the state-funded PSAT or PLAN; however, the results are not used to assess and identify curricular areas that need to be strengthened and reinforced.<br><br>  ☐ There is no documentation to confirm that all tenth-grade students are given the opportunity to take the PSAT or PLAN tests. | ☐ The district/school leadership must establish a process to use PSAT or PLAN results to assess and inform revisions, additions, and/or modifications to the curricula.<br><br>☐ The district/school leadership must develop a system that ensures that every tenth-grade student is given the opportunity to take the PSAT or PLAN testing. | | **Office of Assessment**<br><br>☐ Provide training for a building-level test coordinator.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 10.2** | **The district uses PSAT or PLAN testing to provide guidance and direction to parents and students as they plan for postsecondary experiences.**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ All tenth-grade students are given the opportunity to take the state-funded PSAT or PLAN; however, results are not used to provide guidance and direction to parents and students as they plan for postsecondary experiences.<br>  ☐ There is no documentation to confirm that all tenth-grade students are given the opportunity to take the PSAT or PLAN tests. | ☐ The district/school leadership must plan and implement a workshop for students in the tenth grade and above and their parents to discuss how the results of PSAT or PLAN tests may be used to plan for postsecondary experiences.<br><br>☐ The district/school leadership must develop a system that ensures that every tenth-grade student is given PSAT or PLAN testing. | | **Office of High School Redesign and ACT/SAT Improvement**<br>☐ Assist guidance counselors and curriculum coordinators/leaders in interpreting results of PSAT and PLAN testing.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| **FOCUS AREA: Leadership and Governance** | | |
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| Number | Reference | |
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| L&G 11 | 59-20-60 | **STANDARD:** The district has a viable Strategic Planning Committee (SPC) that is focused on school and student performance. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 11.1** | **The SPC membership includes the district staff, school staff, parents and community members. The SPC meets at least once during the school year to develop and/or revise the district strategic plan and/or the writing of the annual updates to the plan.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The membership of the SPC is incomplete.<br>  ☐ The SPC does not meet at least monthly.<br>  ☐ The district does not have an active SPC.<br>  ☐ The SPC was made aware of the contents of the district strategic plan and had some input but did not participate in writing these documents.<br>  ☐ The SPC was not involved in the development or revision of the district strategic plan and/or writing of the annual updates of the plan. | ☐ The district leadership must work with the community to fill all vacant SPC positions.<br><br>☐ The district leadership must work with the community to ensure that the SPC meets at least monthly.<br><br>☐ The district leadership must work with the community to establish a SPC that has appropriate representation and meets at least monthly to focus on school and student performance.<br><br>☐ The district leadership must ensure that the SPC is actively involved in the development or revision of the district strategic plan and/or writing of the annual updates of the plan. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 11.2** | **The SPC meetings always include a review of the progress in meeting the goals and objectives found in the school renewal plan; and sub-committees (work groups) that are formed to address specific student focused goals.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ On occasion, the SPC meetings include a review of the progress made in meeting the goals and objectives found in the school renewal plan.<br>    ☐ The SPC meetings do not include a review of the progress made in meeting the goals and objectives found in the school renewal plan.<br>    ☐ Sub-committees are seldomly formed and are not focused on student performance.<br>    ☐ The SPC does not form sub-committees to address specific student focused goals. | ☐ The SPC leadership must ensure that each SPC meeting includes a review of the progress in meeting the goals and objectives found in the school renewal plan.<br><br>☐ The SPC leadership must ensure that appropriate sub-committees (work groups) are formed to address specific student focused goals. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |
| **L&G 11.3** | **The SPC decisions are data-driven. SIC members review and analyze data to provide guidance and to advise the school leadership.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ The SPC uses some data but does not base most decisions on solid data analysis.<br>    ☐ The SPC never reviews, analyzes or uses data to make informed decisions. | ☐ The SPC leadership must implement processes and procedures for routinely reviewing and analyzing data and making data driven decisions. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 11.4** | **An annual district report to parents and constituents of the district is developed by the Strategic Planning Committee and provides information on the schools' progress in meeting the school and district goals and objectives.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The SPC provided some input into the annual school report to the parents and constituents but was not the primary author.<br>  ☐ The SPC was not involved in the annual school report to the parents and constituents.<br>  ☐ The narrative response does not address the specific factors or activities that support district and school progress and the barriers that inhibit progress. | ☐ The SPC and school leadership must ensure that the SPC develops the annual school report to parents and constituents and that includes a narrative response that address the specific factors or activities that support district and school progress and the barriers that inhibit progress. | | **Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance |
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| Number | Reference | STANDARD: The district has programs and procedures established that heighten awareness of the importance of parent/family involvement in the education of their children. |
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| L&G 12 | 59-28-110<br>59-28-130<br>59-28-160<br>59-28-170<br>59-28-180 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| L&G 12.1 | **The district strategic plan includes parental involvement goals and objectives and an evaluation component for this program.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The district strategic plan does not contain all the components of parental involvement to include goals and objectives and evaluation.<br>  ☐ The district strategic plan includes parental involvement goals and objectives and an evaluation component; however, they are not being properly implemented.<br>  ☐ The district strategic plan does not include parental involvement goals and objectives and an evaluation component for this program. | ☐ The district strategic plan must be revised to include parental involvement goals, objectives, and an evaluation component.<br>☐ The district leadership must take immediate steps to implement the goals, objectives, and evaluation component of the parental involvement program in the district strategic plan.<br>☐ The district leadership must develop and implement a parental involvement program as part of the district strategic plan. | | **Office of School Quality**<br>☐ Provide or broker guidance in the development of a parent involvement component for the district strategic plan and the school renewal plans.<br>☐ Provide or broker assistance to write the school renewal plans.<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Parental and Community Partnerships**<br>☐ Provide workshops on increasing community and parental involvement in school activities.<br>☐ Provide workshops on increasing school and business partnerships.<br>☐ Broker the services of, or partner with other agencies (SCSPC, PTA, etc) to address parental involvement. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 12.2** | **The district superintendent takes appropriate action to assist in improving parental involvement by**<br>• **including parental involvement expectations as part of each principal's evaluation,**<br>• **including information about parental involvement opportunities and participation in the district's annual report, and**<br>• **disseminating to all parents in the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations).**<br><br>**The district superintendent considers**<br>• **designating staff to serve as parent liaisons,**<br>• **requiring each school to designate a faculty contact for parental involvement,**<br>• **requiring each school principal to designate space within the school specifically for parents, and**<br>• **encouraging principals to adjust class and school schedules to accommodate parent-teacher conferences.**<br><br>▸ **(District-driven Indicator)**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Parental involvement expectations are not in the principal's evaluation.<br>  ☐ The superintendent did not include parental involvement opportunities and participation in the annual report.<br>  ☐ The district did not disseminate to all parents in | ☐ The district superintendent must ensure parental involvement expectations are part of each principal's evaluation.<br><br>☐ The district superintendent must ensure that information about parental involvement opportunities and participation is included in the district's annual report.<br><br>☐ The district superintendent must ensure that expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations) are disseminated to all parents.<br><br>☐ The district superintendent must immediately develop and implement a written plan to address improving parental involvement. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Safe Schools and Youth Services**<br>☐ Provide information about the Family Respect Act of 2000.<br>☐ Provide information about Character Development. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations).<br><br>☐ The superintendent has considered additional ways to improve parental involvement.<br><br>☐ The superintendent has not taken appropriate action to improve parental involvement. | | | |
| **L&G 12.3** | **The local board of trustees takes appropriate actions to assist in improving parental involvement. Each board of trustees**<br>• **considers joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks;**<br>• **incorporates into existing policies and efforts, where possible, proven parental involvement practices;**<br>• **adopts policies that emphasize the importance of parental involvement and strives to increase and clearly define expectations for effective parental involvement practices;**<br>• **provides for all faculty, parental involvement orientation and training through staff development with emphasis on unique school and district needs;**<br>• **provides incentives and formal recognition for schools that significantly increase parental involvement;**<br>• **requires an annual briefing on district and school parental involvement programs including findings from state and local evaluations; and**<br>• **includes parental involvement expectations as part of the superintendent's evaluation.**<br><br>▶ **(Local School Board Driven Indicator)** | ☐ The local board of trustees must adopt policies that include expectations for proven parental involvement practices.<br><br>☐ The local board of trustees should strongly consider joining national organizations that promote and provide technical assistance with parental involvement frameworks.<br><br>☐ The local board of trustees must develop a program to provide incentives to recognize schools that significantly increase parental involvement.<br><br>☐ The local board of trustees should immediately include parental involvement expectations as part of the superintendent's evaluation.<br><br>☐ The local board of trustees must develop and implement a written plan to address all aspects of improving parental involvement. | | **Office of School Quality**<br><br>☐ Broker the services of the South Carolina School Boards Association to provide orientation for new board members, the notebook "Getting on Board," which contains information for school board members in South Carolina, and the National School Boards Association manual *Becoming a Better Board Member.*<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | **Findings:** | | | |
| | ☐ The above indicator is fulfilled. | | | |
| | ☐ The above indicator is unfulfilled. | | | |
| | ☐ The local board of trustees has not adopted policies that include expectations for proven parental involvement practices. | | | |
| | ☐ The local board of trustees does not belong to any national organization that promotes and provides technical assistance with parental involvement frameworks. | | | |
| | ☐ The local board of trustees has not provided for staff development in the area of increased parental involvement. | | | |
| | ☐ The local board of trustees has not provided incentives to recognize schools that significantly increase parental involvement. | | | |
| | ☐ The local board of trustees has not included parental involvement expectations as part of the superintendent's evaluation. | | | |
| | ☐ There is no documentation that the local board of trustees takes appropriate action to assist in improving parental involvement. | | | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 12.4** | **The district, in coordination with the local school board, publishes and distributes a programmatic report to the parents and constituents of the district that includes goals and objectives of the school district, the strategies to meet the goals and objectives, and an evaluation of the outcomes.**<br><br>▸ **(District-driven Indicator)**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br><br>  ☐ The district published a report to the parents and constituents; however, it does not contain the goals and objectives of the school district, the strategies to meet the goals and objectives, and an evaluation of the outcomes.<br><br>  ☐ The district has not published a report to the parents and constituents of the district that contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes. | ☐ The district must revise and redistribute the report to the parents and constituents of the district ensuring that it contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes.<br><br>☐ The district must immediately publish a report to the parents and constituents of the district that contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes. | | **Office of School Quality**<br><br>☐ Broker the services of the South Carolina School Boards Association to provide orientation for new board members, the notebook "Getting on Board," which contains information for school board members in South Carolina, and the National School Boards Association manual *Becoming a Better Board Member.*<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 12.5** | **The district promotes communication between the school and the students' homes that is regular, two-way, and meaningful.**<br><br>Model schools communicate effectively with students' homes by establishing an active, two-way communication system that makes parents feel that they are partners in the education process. These schools keep families informed of relevant programs and share students' successes.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ Communication is one-way, from the district's schools to families. There is not an active feedback process for families.<br>   ☐ The district and its schools have an established communication system; however, communication between the schools and families is not sufficient.<br>   ☐ The district and its schools do not have an established communications system that is regular, two-way and meaningful. | ☐ The district and its schools' leadership must take action to establish two-way communication with families.<br><br>☐ The district and its schools' leadership must take action to increase the frequency and content of communication with families.<br><br>☐ The district and its schools' leadership must immediately develop and implement a communications system to families that is regular, two-way and meaningful. | | **Office of Parental and Community Partnerships**<br><br>☐ Provide information and/or conduct workshops on how to implement an effective parent/family communications system.<br><br>**Office of School Leadership**<br><br>☐ Provide consultation and/or formal professional growth opportunities on parent and community relations.<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 12.6** | **The district promotes parenting skills, which help parents to participate in their students' learning and in volunteerism. Parents are respected as full partners in the decisions that affect children and families.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ The district and its schools provide some services and programs for parents; however, these parenting programs do not provide adequate services for families.<br>　☐ The district and its schools do not promote and support parenting skills. | ☐ The district and its schools' leadership must review and modify existing parenting programs to ensure that they provide adequate services to promote and support parenting skills.<br><br>☐ The district and its schools leadership must develop and implement parenting programs that provide adequate services to promote and support parenting skills. | | **Office of Parental and Community Partnerships**<br><br>☐ Provide information and/or conduct workshops on how to implement an effective parenting program.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 12.7** | **Student Learning - The district encourages parents to play an integral role in assisting student learning.**<br><br>Model schools support parents in the learning process by helping parents participate in their student's learning. Parents are involved in curriculum related decisions and feel that they are partners in their student's learning.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ The district and its schools do not regularly include parents in the student learning process.<br>    ☐ The district and its schools do not include parents in the student learning process. | ☐ The district and its schools must review and revise existing procedures and establish a school culture that encourages parents to play an integral role in assisting student learning.<br><br>☐ The district and its schools must develop and implement procedures that encourage parents to play an integral role in assisting student learning. The school leadership must ensure that the school culture is family friendly. | | **Office of Parental and Community Partnerships**<br><br>☐ Provide information and/or conduct workshops on how to implement an effective parent/family partnership in the student learning process.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |
| **L&G 12.8** | **Volunteering – The district welcomes parents and encourages their support and assistance.**<br><br>Model districts make parents feel valued and welcome in the school at any time. These districts organize volunteers to support the school and students while providing a wide variety of volunteer opportunities. Any time spent by volunteers in support of student learning is honored by the district.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled. | ☐ The district leadership must develop and implement a volunteer program that encourages parent/family support and assistance.<br><br>☐ The district leadership must review and revise existing volunteer opportunities to provide for maximum volunteerism.<br><br>☐ The district leadership must immediately take action to ensure that the school welcomes parents and encourages their support and assistance. The school leadership must also develop and implement a volunteer program that provides maximum opportunities for families to volunteer. | | **Office of Parental and Community Partnerships**<br><br>☐ Provide information and/or conduct workshops on how to implement an effective parent/family volunteer program.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | ☐ The district is welcoming to parents but does not have an organized volunteer program.<br><br>☐ The district does not have a variety of volunteer opportunities that provides for maximum volunteerism.<br><br>☐ The district is not welcoming to parents and does not have an established volunteer program. | | | |
| **L&G 12.9** | **District Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.**<br><br>Model districts empower parents, foster their trust, promote public confidence and encourage mutual support. Parents are involved in shared decision-making concerning their student's education.<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>  ☐ The district does not regularly include parents in the decision making process or decisions that affect children and families.<br><br>  ☐ Parents are not partners in the decisions that affect children and families. | ☐ The district leadership must develop and implement policies and procedures to ensure that parents are full partners in the decisions that affect children and families. | | **Office of Parental and Community Partnerships**<br><br>☐ Provide information and/or conduct workshops on how to improve parent/family involvement in school decision making and advocacy.<br><br>☐ Broker the services of, or partner with other agencies (SCSPC, PTA, etc) to address parent involvement.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 12.10** | **The district builds relationships with community organizations and businesses which result in community resources being used to strengthen schools, families, and students.**<br><br>Model districts build community and business partnerships that are mutually beneficial and structured to connect individuals, not just institutions. These connections enable the power of the district and community to be unleashed.<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>☐ The district has built some relationships with community organizations or businesses; however, these relationships have not resulted in community resources being used to strengthen schools, families, and students.<br><br>☐ The district has not built relationships with community organizations and businesses. | ☐ The district leadership must review existing relationships with community organizations or businesses to determine how they can be improved, focusing on how community resources can be used to strengthen schools, families, and students.<br><br>☐ The district leadership must immediately develop and implement a community relation plan that establishes relationships with community organizations and businesses and results in community resources being used to strengthen schools, families, and students. | | **Office of Parental and Community Partnerships**<br><br>☐ Provide information and/or conduct workshops on how to implement an effective community involvement program.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
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| **Number** L&G 13 | **Reference** 59-18-110 59-18-700 59-20-60 59-29-180 <br><br> Achieving Model School Library Media Centers | **STANDARD:** The library media center programs contribute to improving school and student performance. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 13.1** | **The district supports collaborative planning between the library media specialist and the classroom teachers. The library media specialist actively works in partnership with the classroom teachers to link information literacy, technology, and academic content to assess student learning.** <br><br> **Findings:** <br> ☐ The above indicator is fulfilled. <br> ☐ The above indicator is unfulfilled. <br>    ☐ The library media specialist works somewhat in partnership with classroom teachers to link information literacy, technology, and academic content. <br>    ☐ No collaborative planning exists between the library media specialist and classroom teachers. <br>    ☐ The library media specialist informally collects data and provides information to the school leadership concerning student performance. | ☐ The district will ensure that the school leadership takes steps to ensure that collaborative partnerships involving the planning, delivery, and evaluation of lessons linking information literacy, technology, and academic content exist between the classroom teachers and the library media specialist. <br><br> ☐ The district will ensure that the school leadership takes steps to develop collaborative partnerships between the classroom teachers and the library media specialist involve the joint evaluation of student learning for each collaborative lesson or unit. <br><br> ☐ The district will ensure that the library media specialist takes steps to develop a formal system for collecting and analyzing data to demonstrate the effect of the library media program on student learning and achievement. <br><br> ☐ The district will ensure that the library media specialist takes steps to develop a formal system | | **Office of Technology (Library Media Services)** <br><br> ☐ Provide information on the role and responsibilities of the administration in establishing collaborative instructional partnerships between classroom teachers and library media specialists. <br><br> ☐ Provide information on the roles and responsibilities of classroom teachers and library media specialists in establishing and maintaining productive collaborative instructional partnerships. <br><br> ☐ Provide professional development on curriculum design to develop lesson plans linking information literacy, technology, and academic content through the use of the SDE's information literacy and technology integration guide. <br><br> ☐ Provide guidelines and training on |

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| | | for reporting the results of the student achievement impact studies to the school leadership. | | collecting data to demonstrate the effect of the library media program on student learning. |
| | | | | ☐ Provide guidelines and training on analyzing the data and developing reports for the school leadership illustrating the direct connection between school library media centers and student achievement. |
| | | | | **Office of School Quality** |
| | | | | ☐ Monitor the implementation of the recommendation of the external review team. |

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| **L&G 13.2** | **The district ensures that the library media center's resource collection is a balanced, carefully selected, and systematically organized collection of print and electronic resources sufficient in quantity and quality to meet the information and recreational reading needs of the district's community. The library media center's resource collection is continuously monitored for currency and relevancy.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br><br>☐ The library media center's overall print collection is not current and up-to-date, excluding print copies or audiotapes of textbooks.<br>☐ The library media center does not have plans in place for the teachers and students to offer suggestions for additions to the overall collection.<br>☐ The library media center's overall collection does not provide plans for collection analysis, including weeding the collection to remove outdated and worn materials.<br>☐ The library media center's overall collection is not reflective of the diversity of instructional needs, as well as the diversity of the student population.<br>☐ The library media center's overall | ☐ The district will ensure that the school leadership reviews and revises the existing funding procedures for appropriate allocation to library media centers for collection development.<br><br>☐ The district will ensure that the library media specialist takes steps to establish a district collection development plan to address updating the collections, increasing the size of the collections, and matching the collections to the standards and the district's reading initiatives.<br><br>☐ The district will ensure that the library media specialist takes steps to analyze the collections and uses the analysis for collection development in conjunction with the district collection development plan to establish and maintain updated resource collections that are matched to the academic standards and the district's reading initiatives. | | **Office of Technology (Library Media Services)**<br><br>☐ Provide guidelines on conducting needs assessments with faculty and students.<br>☐ Provide assistance in creating a district collection development policy.<br>☐ Provide assistance in implementing the collection development policy.<br>☐ Provide assistance in conducting a collection analysis and using the results to update the resource collection to meet SDE standards for school libraries.<br>☐ Provide assistance in developing a proposed budget to support collection development in creating and maintaining an up-to-date collection to meet SDE standards for school libraries. |

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|        | collection is not grade and age appropriate for the student population. |  |  |  |
|        | ☐ The library media center's overall collection does not include professional resources to support the professional development needs of the school's certified personnel. |  |  |  |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 13.3** | **The district supports the library media programs that contribute to improved student achievement by supporting the school's reading program through encouraging reading for information and recreation by all students by offering a variety of reading materials and reading activities.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The library media program does not offer state and national reading programs for student participation.<br>  ☐ The library media program does not promote local reading-related activities and events.<br>  ☐ The library media program does not support collaborative efforts between the classroom teachers and the library media specialist to support an encourage reading.<br>  ☐ The library media center is not involved in the school-wide reading program. | ☐ The district will ensure that the school leadership takes steps to implement a school-wide reading program.<br><br>☐ The district will ensure that the school leadership takes steps to establish collaborative planning between such groups as classroom teachers, literacy coaches, reading specialists, teacher specialists on-site, curriculum specialists on-site to develop a plan for students to participate in the identified state and national reading programs and to plan and supplement local activities and events (e.g., book-talks, author visits) to encourage and promote recreational reading beyond the use of computerized reading management programs (e.g., Accelerated Reader, Reading Counts).<br><br>☐ The district will ensure that the school leadership takes steps to include the library media program as part of the school-wide reading plan beyond the library media specialist's managing the school's computerized reading incentive program (e.g., Accelerated Reader, Reading Counts). | | **Office of Technology (Library Media Services)**<br><br>☐ Provide assistance in identifying state and national reading programs for student participation.<br><br>☐ Provide assistance in developing local reading activities.<br><br>☐ Provide assistance in establishing collaborative partnerships to plan and implement activities to promote recreational reading.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
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| **Number**<br>**L&G**<br>**14** | **Reference**<br>59-59-20<br>59-59-50<br>59-59-80<br>59-59-90<br>59-59-100<br>59-59-105<br>59-59-120<br>59-59-140<br>59-59-200<br>59-52-160<br>59-17-135 | **STANDARD: The school(s) and district offer a curriculum, aligned with state content standards, organized around a career cluster system that provides students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.**<br><br>**\* Indicators under this standard should be reviewed for schools as indicated.**<br><br>**HS = High Schools, CC = Career Centers, MS = Middle Schools, MS/CATE = Middle Schools that have Career and Technology Education (CATE) programs, ES = Elementary Schools** |

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| **L&G**<br>**14.1** | **\* Review for ES – Grades 1–5**<br><br>**The district and elementary schools have integrated the SDE's school guidance and counseling program model along with career awareness exploration activities into the curricula for students in grades one through five.**<br><br>**[Reference: Section 59-59-80-EEDA and appropriate content in the EEDA Guidelines]**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>☐ The SDE's school guidance and counseling program model along with career awareness | ☐ The district and elementary school(s) must continue to take action to integrate the SDE's school guidance and counseling program model along with career awareness exploration activities into the curricula for students in grades one through five.<br><br>☐ The district and elementary school(s) must develop a plan to integrate the SDE's school guidance and counseling program model along with career awareness exploration activities into the curricula for students in grades one through five. | | **Office of Career and Technology Education**<br><br>☐ Provide staff development on integrating the SDE's school guidance and counseling program model along with career awareness exploration activities into the curricula for students in grades one through five.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

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| | exploration activities has been integrated into the curricula for students in some but not all of grades one through five. <br><br> ☐ The SDE's school guidance and counseling program model along with career awareness exploration activities has not been integrated into the curricula for students in some but not all of grades one through five. | | | |
| **L&G 14.2** | **\* Review for MS – Grades 6, 7, and 8** <br><br> • **The district ensures that the students in the sixth, seventh, and eighth grades are provided with counseling and career awareness programs on clusters of study.** <br><br> **The clusters of study are:** <br> **(1) agriculture, food, and natural resources;** <br> **(2) architecture and construction;** <br> **(3) arts, audio-video technology, and communications;** <br> **(4) business, management, and administration;** <br> **(5) education and training;** <br> **(6) finance;** <br> **(7) health science;** <br> **(8) hospitality and tourism;** <br> **(9) human services;** <br> **(10) information technology;** <br> **(11) law, public safety, and security;** <br> **(12) manufacturing;** <br> **(13) government and public administration;** <br> **(14) marketing, sales, and service;** <br> **(15) science, technology, engineering, and mathematics; and** | ☐ The district and school must continue to take action to provide students in the sixth, seventh, and eighth grades with counseling and career awareness programs on clusters of study. <br> ☐ The district and school must develop a plan to ensure that students in the sixth, seventh, and eighth grades are provided with counseling and career awareness programs on clusters of study. <br> ☐ The district and school must continue to take action to provide career interest inventories and information to assist students in grades six, seven and eight in the career decision-making process. <br> ☐ The district and school must develop a plan to ensure that students in the sixth, seventh, and eighth grades are provided career interest inventories and information to assist them in the career decision-making process. | | **Office of Career and Technology Education** <br><br> ☐ Provide staff development on counseling, career awareness programs on clusters of study, and career interest inventories. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | **(16) transportation, distribution, and logistics.**<br>• **Students receive career interest inventories and information to assist them in the career decision-making process.**<br><br>**[Reference: Sections 59-59-50 and 59-59-90-EEDA and appropriate content in the EEDA Guidelines]**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>   ☐ Counseling and career awareness programs on clusters of study are provided for students in some but not all of grades six, seven and eight.<br><br>   ☐ Counseling and career awareness programs on clusters of study are not provided for students in grades six, seven and eight.<br><br>   ☐ Career interest inventories and information to assist students in the career decision-making process are provided for students in some but not all of grades six, seven, and eight.<br><br>   ☐ Career interest inventories and information to assist students in the career decision-making process are not provided for students in grades six, seven, and eight. | | | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **L&G 14.3** | **\* Review for MS – Grade 8**<br><br>• **The district ensures that before the end of the second semester of the eighth grade, eighth grade students, in consultation with their parents, guardians, or individuals appointed by the parents or guardians, shall select a preferred cluster of study and develop an individual graduation plan (IGP).**<br><br>• **An individual graduation plan is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must:**<br>    **(1) align career goals and a student's course of study;**<br>    **(2) be based on the student's selected cluster of study and an academic focus within that cluster;**<br>    **(3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met;**<br>    **(4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning;**<br>    **(5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education;**<br>    **(6) incorporate provisions of a student's individual education plan, when appropriate; and**<br>    **(7) be approved by a certified school guidance** | ☐ The school leadership must continue to take action to provide students with the opportunity to select a preferred cluster of study and develop and individual graduation plan (IGP) before the end of the second semester of the eighth grade.<br><br>☐ The school leadership must develop a plan to ensure that students are provided with the opportunity to select a preferred cluster of study and develop and individual graduation plan (IGP) before the end of the second semester of the eighth grade. | | **Office of Career and Technology Education**<br><br>☐ Provide staff development on selecting a preferred cluster of study and developing an individual graduation plan (IGP). |

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| | **counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.**<br><br>• **The IGP has been developed, utilizing the following clusters of study:**<br>**(1) agriculture, food, and natural resources;**<br>**(2) architecture and construction;**<br>**(3) arts, audio-video technology, and communications;**<br>**(4) business, management, and administration;**<br>**(5) education and training;**<br>**(6) finance;**<br>**(7) health science;**<br>**(8) hospitality and tourism;**<br>**(9) human services;**<br>**(10) information technology;**<br>**(11) law, public safety, and security;**<br>**(12) manufacturing;**<br>**(13) government and public administration;**<br>**(14) marketing, sales, and service;**<br>**(15) science, technology, engineering, and mathematics; and**<br>**(16) transportation, distribution, and logistics.**<br><br>• **The student, parent(s), guardian(s), or individuals appointed by the parents or guardians to serve as their designee, and the school guidance staff approve the plan.**<br><br>**[Reference: Sections 59-59-50, 59-59-90, and 59-59-140-EEDA and appropriate content in the EEDA Guidelines]**<br><br>**Findings:**<br><br>☐ Not applicable | | | |

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| | ☐ The above indicator is fulfilled. | | | |
| | ☐ The above indicator is unfulfilled. | | | |
| | ☐ Eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians select a preferred cluster of study and develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade. | | | |
| | ☐ Eighth grade students do not select a preferred cluster of study and do not develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade. | | | |

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| **L&G 14.4** | **\* Review for MS**<br><br>• **The district ensures that every middle school student is provided with the services of a career specialist or a certified guidance counselor. The middle school career specialist has (1) obtained a bachelor's degree, (2) successfully completed the national Career Development Facilitator (CDF) certification training and (3) works under the supervision of a certified guidance counselor. The certified guidance counselor has completed the Career Development Facilitator certification training. Activities of school guidance counselors and career specialists are limited to guidance and counseling, and they do not perform administrative tasks.**<br><br>• **In order to ensure the implementation and appropriate delivery of services, the district ensures that the career specialist shall:**<br>    **(1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;**<br>    **(2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;**<br>    **(3) assist school counselors and students in identifying and accessing career information and resource material;**<br>    **(4) provide educators, parents, and students with information on career and technology education programs offered in the district;**<br>    **(5) support students in the exploration of career clusters and the selection of an area of academic** | ☐ The school leadership must continue to take action to provide every middle school student with the services of a CDF-certified career specialist or a CDF-certified guidance counselor.<br><br>☐ The school leadership must develop a plan to ensure that every middle school student is provided with the services of a CDF-certified career specialist or a CDF-certified guidance counselor. | | **Office of Career and Technology Education**<br><br>☐ Monitor the services provided by the CDF-certified career specialist or CDF-certified guidance counselor.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | focus within a cluster of study;<br>(6) learn and become familiar with ways to improve and promote career development opportunities within the district;<br>(7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;<br>(8) assist with the selection, administration, and evaluation of career interest inventories;<br>(9) assist with the implementation of the district's student career plan or individual graduation plan;<br>(10) assist schools in planning and developing parent information on career development;<br>(11) coordinate with school counselors and administration career events, career classes, and career programming;<br>(12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and<br>(13) assist with the usage of computer assisted career guidance systems.<br><br>[Reference: Sections 59-59-100, 59-59-105, and 59-59-120-EEDA and appropriate content in the EEDA Guidelines]<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>   ☐ Every middle school student is not provided with the services of a CDF-certified career specialist or a CDF-certified guidance counselor. | | | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 14.5** | **\* Review for MS**<br><br>**The district ensures that each middle school shall have a student-to-guidance personnel ratio of three hundred to one.  Guidance personnel include certified school guidance counselors and career specialists.**<br><br>**[Reference:  Section 59-59-100-EEDA and appropriate content in the EEDA Guidelines]**<br><br>**Findings:**<br><br>☐  Not applicable<br><br>☐  The above indicator is fulfilled.<br><br>☐  The above indicator is unfulfilled.<br><br>  ☐  The school does not have a student-to guidance personnel ratio of three hundred to one. | ☐  The school leadership must continue to take action to have a student-to guidance personnel ration of three hundred to one.<br><br>☐  The school leadership must develop a plan to ensure a student-to guidance personnel ration of three hundred to one. | | **Office of Career and Technology Education**<br><br>☐  Monitor the student-to-guidance personnel ratio.<br><br>**Office of School Quality**<br><br>☐  Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 14.6** | **\* Review for MS**<br><br>**The district ensures that annual parent counseling conferences are scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an IGP.**<br><br>**A mediation process must be developed, explained, and available for conferences upon the request of the parent or student in order to protect the interests of every student.**<br><br>**[Reference: Section 59-59-160-EEDA and appropriate content in the EEDA Guidelines]**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>   ☐ Annual parent counseling conferences are not scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans.<br><br>   ☐ A mediation process has not been developed for conferences upon the request of the parent or student in order to protect the interests of every student.<br><br>   ☐ A mediation process has been developed, but is not explained or available for conferences upon the request of the parent or student in order to protect the interests of every student. | ☐ The school leadership must continue to take action to schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans.<br><br>☐ The school leadership must develop a plan to ensure that annual parent counseling conferences are scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans.<br><br>☐ The school leadership must continue to take action to develop a mediation process for conferences requested by the parent or student in order to protect the interests of every student.<br><br>☐ The school leadership must develop a plan to ensure a mediation process for conferences requested by the parent or student in order to protect the interests of every student. | | **Office of Career and Technology Education**<br><br>☐ Provide guidance in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an IGP.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 14.7** | **\* Review for HS**<br><br>**The district ensures that all teachers, especially English/language arts, math, and science teachers, have been trained in contextual teaching methodology.**<br><br>**[Reference: Section 59-59-200-EEDA and appropriate content in the EEDA Guidelines]**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>    ☐ The district ensures that all teachers, especially English/language arts, math, and science teachers, have been trained in contextual teaching methodology. | ☐ The district must ensure that all teachers, especially English/language arts, math, and science teachers, are trained in contextual teaching methodology.<br><br>☐ The district must ensure that all teachers, especially English/language arts, math, and science teachers, use contextual teaching methodology in teaching the courses. | | **Office of Career and Technology Education**<br><br>☐ Provide guidance on contextual teaching methodology for math, and science teachers.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|--------|-----------|-----------------|-------------|----------------------|
| **L&G 14.8** | **\* Review for ES, MS, HS, and CC**<br><br>**The district ensures that a character education program has been implemented which incorporates character traits including, but not limited to the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue.**<br><br>**[Reference: Section 59-17-135(B)-EEDA and appropriate content in the EEDA Guidelines]**<br><br>**Findings:**<br><br>☐ Not applicable<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>    ☐ The school has not implemented a character education program. | ☐ The school leadership must continue to take action to develop a character education program.<br><br>☐ The school leadership must develop a plan to implement a character education program. | | **Office of Safe Schools and Youth Services**<br><br>☐ Provide staff development training in the development and implementation of a character education program.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Leadership and Governance | | |
|---|---|---|

| Number | Reference | STANDARD: The district and schools provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of other students.<br><br>*Review this standard for grades 6 – 12 only. |
|---|---|---|
| L&G 15 | 59-63-1300<br>59-63-1310<br>59-63-1320 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| L&G 15.1 | **The district ensures that an alternative school program is available for students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students.**<br><br>▸ **(District-driven Indicator)**<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>☐ An alternative school is available; however, it does not have the capacity to serve all students that need this service.<br>☐ The district and school do not have an alternative school program. | ☐ The district leadership must conduct an analysis to determine the feasibility and benefits of establishing an alternative school program. The analysis must include partnering with other districts as an option. | | **Office of Safe Schools and Youth Services**<br><br>☐ Assist districts with organizing or reorganizing alternative school programs.<br><br>☐ Assist districts by providing information on working with difficult students.<br><br>**Office of Technology**<br><br>☐ Encourage and provide guidance on the use of alternative instructional delivery strategies.<br><br>**Office of School Quality**<br><br>☐ Broker or provide assistance with the evaluation of alternative school programs.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

*If an alternative school program is established, it must comply with the indicators below.*

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 15.2** | **The district ensures that an alternative school programs are operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students (unless the school has a waiver from the SDE).**<br><br>▸ **(District-driven Indicator)**<br><br>**Findings:**<br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>    ☐ The programs are not operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students.<br>    ☐ The school has a waiver from the SDE. | ☐ The district and school must immediately comply with the statutes found in the Education Accountability Act that mandate alternative school programs to be operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students. If this separation is not possible, the school must obtain a waiver from the SDE. | | **Office of Safe Schools and Youth Services**<br>☐ Assist districts with organizing or reorganizing alternative school programs.<br>☐ Assist districts by providing information on alternative school law and guidelines.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 15.3** | **The district has clear guidance and procedures for the referral of any student into an alternative school program, including**<br>• **due process procedures,**<br>• **consideration of the requirements of the IDEA, and**<br>• **written and distributed academic and disciplinary policies.**<br><br>**Findings:**<br><br>☐ Not applicable<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ The written guidelines and procedures do not contain due process procedures.<br>　☐ The written guidelines and procedures do not contain consideration of the requirements of the IDEA.<br>　☐ The written guidelines and procedures do not contain written and distributed academic and disciplinary policies.<br>　☐ There are no written guidelines and procedures for the referral of students into an alternative program. | ☐ The district leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include due process procedures.<br><br>☐ The district leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include requirements of the IDEA.<br><br>☐ The district leadership must immediately revise and distribute written guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include academic and disciplinary policies.<br><br>☐ The district leadership must immediately establish guidelines and procedures for the referral of students into an alternative program including all of the areas addressed above. | | **Office of Safe Schools and Youth Services**<br>☐ Audit alternative school programs for compliance to state guidelines.<br>☐ Provide guidance to districts for establishing alternative school programs.<br><br>**Office of Exceptional Children**<br>☐ Provide guidance with regard to compliance and testing.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA:  Leadership and Governance | | |
|---|---|---|
| **Number**<br>L&G<br>16 | **Reference**<br>59-26-10 | **STANDARD:** The superintendent fosters the success of all students by acting as the school's instructional leader by leading the development, alignment, and implementation of the instructional and assessment strategies. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 16.1** | **The superintendent communicates a plan of action for achieving the school's vision that focuses on student achievement.**<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br> ☐ The district has a plan of action for achieving the school's vision that reflects a focus on student achievement; however, it is not communicated to all key stakeholders.<br> ☐ The district does not have a plan of action for achieving the school's vision that reflects a focus on student achievement. | ☐ The superintendent must take immediate steps to communicate the school's plan of action for achieving the school's vision to all key stakeholders.<br><br>☐ The superintendent must take immediate steps to develop and communicate a plan of action for achieving the school's vision that is clear and reflects a focus on student achievement. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the development and communication of a plan of action for achieving the school's vision.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

71

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 16.2** | **The superintendent routinely monitors instructional practices to improve student achievement.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ The superintendent occasionally monitors teachers' classroom instructional practices to improve student achievement.<br>  ☐ The superintendent does not monitor teachers' classroom instructional practices. | ☐ The superintendent must take action to routinely monitor teachers' classroom instructional practices to ensure they are focused on improving student achievement. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Safe Schools**<br>☐ Provide training to principals through SLEI sessions on instructional monitoring.<br>☐ Provide training through SLEITT in the use of PDAs to observe/monitor instruction. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **L&G 16.3** | **The superintendent and district staff ensures that the delivery of instruction is aligned with the academic standards, and ensures that teachers use appropriate instructional strategies and multiple forms of assessment.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Some, but not all, instructional delivery is aligned with the curriculum.<br>  ☐ Some, but not all, teachers use appropriate instructional strategies and multiple forms of assessment.<br>  ☐ The curriculum is aligned with academic standards and teachers use appropriate instructional strategies; however, multiple forms of assessment are not employed.<br>  ☐ The superintendent does not ensure that instructional delivery is aligned with the academic standards, and teachers do not use appropriate instructional strategies and multiple forms of assessment. | ☐ The superintendent/district staff must take action to ensure that instructional delivery is aligned with the academic standards, and ensure that teachers use appropriate instructional strategies and multiple forms of assessment. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Curriculum and Standards**<br>☐ Provide guidance and/or workshops on how to align instructional delivery with the curriculum and research-based instructional strategies through working institutes, best practices seminars, and study groups.<br><br>**Office of School Leadership**<br>☐ Provide training through SLEITT in the use of PDAs to observe instruction for connection to SC standards. |
| **L&G 16.4** | **The district has an Academic Leadership Team (ALT) consisting of key school personnel. The ALT meets on a regular basis to resolve instructional issues.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled. | ☐ The superintendent must immediately create an Academic Leadership Team (ALT) consisting of key district personnel. The superintendent must ensure that the ALT meets on a regular basis and is focused on exploring effective instructional issues. | | **Office of School Quality**<br>☐ Provide guidance and/or workshops on how to establish and effectively utilize an Academic Leadership Team (ALT).<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| | ☐ The above indicator is unfulfilled.<br><br>☐ The district has an ALT; however, membership does not consist of appropriate district and school personnel.<br><br>☐ The district has an ALT; however, the frequency of meetings is not sufficient to explore effective instructional issues.<br><br>☐ The district does not have an ALT consisting of key district and school personnel that meet on a regular basis to explore effective instructional issues. | | | |
| **L&G 16.5** | **The district staff works with the principal to use student performance data consistently to make instructional decisions.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br><br>☐ The district does not routinely use student performance data to make instructional decisions.<br><br>☐ The district does not use student performance data to make instructional decisions. | ☐ The district must establish a data-driven decision making process which ensures that student performance data is consistently used when making instructional decisions. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on how to uses student performance data to make instructional decisions.<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Safe Schools**<br><br>☐ Provide multiple sessions on data-driven decision making.<br><br>**Office of School Leadership**<br><br>☐ Provide multiple sessions on data-driven decision making. |

# ERT Report Instrument

**Intervention and Assistance Program**
**Office of School Quality**
**Division of Curriculum Services and Assessment**

# Curriculum and Instruction

**Revised for District Year 2006–07**

**District:** _____

| FOCUS AREA: Curriculum and Instruction | | |
|---|---|---|
| **Number**<br>C&I<br>1 | **Reference**<br>59-18-110 | **STANDARD:** The curricula are aligned with the state academic standards, and implementation is annually reviewed and revised to address gaps in student academic performance. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **C&I 1.1** | **The district ensures that the curricula are aligned with state academic standards and are understood and used by teachers.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ Curricula are aligned; however, the majority of teachers do not evidence an understanding of the curricula.<br>　☐ The majority of teachers use the designated curricula; however, it is not aligned to the state standards.<br>　☐ There are no local curricula. | ☐ The district leadership must provide professional development and support to help teachers understand and properly use the curricula.<br><br>☐ The district leadership must direct the alignment of existing local curricula with state standards and must provide time and opportunity for teachers to develop the curricula.<br><br>☐ The district leadership must monitor the use of school curricula to include the component of cross-referencing with state standards.<br><br>☐ The district leadership must develop a plan and timeline for the development of local curricula that are aligned with state standards. | | **Office of Curriculum and Standards**<br><br>☐ Provide professional development regarding the steps toward alignment of curriculum with standards.<br><br>☐ Provide professional development in standards implementation via evidence-based models in ELA, math, science, social studies, foreign languages, and the arts.<br><br>**Office of School Quality**<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **C&I 1.2** | **The district ensures that the curricula are reviewed and revised to address identified gaps in student performance.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ The curricula are reviewed and revised; however, changes in the curricula are not based on identified gaps in student performance.<br>   ☐ There is no documentation to indicate that the curricula are reviewed and revised.<br>   ☐ There are no local curricula. | ☐ The district leadership must develop and implement a plan for the regular review and revision and/or modification of curricula on the basis of student performance data.<br><br>☐ The district leadership must develop a plan and timeline for review and revision of local curricula that are aligned with state standards. | | **Office of Curriculum and Standards**<br>☐ Provide professional development regarding the steps toward alignment of curriculum with standards.<br>☐ Provide professional development in standards implementation via evidence-based models in ELA, math, science, social studies, foreign languages, and the arts.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

## FOCUS AREA:  Curriculum and Instruction

| Number C&I 2 | Reference 59-18-300 | **STANDARD:** The school has established a systematic and ongoing assessment of all students.  This system is used to determine student learning, diagnose class and individual student needs, and address those needs. |
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| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **C&I 2.1** | **The district leadership team organizes and facilitates activities that require teachers to include assessments as part of their overall instructional strategy.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>☐ The district leadership team does not regularly organize and facilitate activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.<br>☐ The district leadership team does not organize and facilitate activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.<br>☐ The majority of teachers do not use a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) to reinforce current instruction and guide future instruction. | ☐ The district leadership team must organize and facilitate activities that require teachers to include assessments as part of their overall instructional strategy.<br><br>☐ The district leadership must establish and implement guidelines for teachers that require the use of a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) to reinforce current instruction and guide future instruction. | | **Office of School Quality**<br>☐ Provide information and/or workshops on assessment strategies.<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of Curriculum and Standards**<br>☐ Provide information/workshops on classroom assessment strategies |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **C&I 2.2** | **The district ensures that all students are given periodic comprehensive assessments (school level, district, and/or state benchmark tests) in core content areas throughout the school year to determine if they are mastering grade level standards.**<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>   ☐ Some students receive periodic comprehensive assessments to determine if they are mastering grade level standards.<br><br>   ☐ Comprehensive assessments are not administered periodically.<br><br>   ☐ The district does not have a program that ensures that all students are given periodic comprehensive assessments ("benchmark tests") in core content areas throughout the school year to determine if they are mastering grade level standards. | ☐ The district leadership must develop and implement a program that ensures that all students are given periodic comprehensive assessments ("benchmark tests") in core content areas throughout the school year to determine if they are mastering grade level standards. | | **Office of School Quality**<br><br>☐ Provide information and/or workshops on how to conduct "benchmark" assessments.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **C&I 2.3** | **The district ensures that the results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to identify specific student educational needs.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Although some results are analyzed and may be used to identify specific student educational needs, this analysis is not a routine part of the assessment process.<br>  ☐ Results from the periodic comprehensive assessments are not analyzed.<br>  ☐ The district does not have a comprehensive assessments program in place. | ☐ The district leadership must institutionalize the data analysis process to ensure that comprehensive assessments are analyzed, and the results are used to identify specific student educational needs.<br><br>☐ The district leadership must develop and institutionalize a data analysis process that ensures that comprehensive assessments are analyzed, and the results are used to identify specific student educational needs. | | **Office of School Quality**<br><br>☐ Provide information and/or workshops on how to conduct and analyze "benchmark" assessments.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |
| **C&I 2.4** | **The district ensures that the results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to guide and adjust school curriculum decisions.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Although some results are analyzed and may be used to guide and adjust implementation of school curriculum decisions, this analysis is not a routine part of the curriculum development process.<br>  ☐ Results from the periodic comprehensive assessments are not analyzed. | ☐ The district leadership must institutionalize the data analysis process to ensure that comprehensive assessments are analyzed, and the results are used to guide and adjust school curriculum decisions.<br><br>☐ The s district leadership must develop and institutionalize a data analysis process that ensures that comprehensive assessments are analyzed, and the results are used to guide and adjust school curriculum decisions. | | **Office of School Quality**<br><br>☐ Provide information and/or workshops on how to conduct and analyze "benchmark" assessments.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| | ☐ The district does not have a comprehensive assessments program in place. | | | |
| **C&I 2.5** | **The district ensures that the results from the assessments are analyzed, and the results from the analyses are used to guide instruction in the school's academic assistance initiatives (homework center, tutoring program, etc.).**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ Although some results are analyzed and may be used to guide instruction in the school's academic assistance initiatives (homework center, tutoring program, etc.) this analysis is not a routine part of the academic assistance initiatives development.<br>   ☐ Results from the periodic comprehensive assessments are not analyzed.<br>   ☐ The district does not have a comprehensive assessments program in place. | ☐ The district leadership must institutionalize the data analysis process to ensure that comprehensive assessments are analyzed, and the results are used to guide instruction in the school's academic assistance initiatives (homework center, tutoring program, etc.).<br><br>☐ The district leadership must develop and institutionalize a data analysis process that ensures that comprehensive assessments are analyzed, and the results are used to guide instruction in the school's academic assistance initiatives (homework center, tutoring program, etc.). | | **Office of School Quality**<br><br>☐ Provide information and/or workshops on how to conduct and analyze "benchmark" assessments.<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of School Leadership**<br><br>☐ Provide sessions on data-driven decision making for principals, assistant principals, new principals, and district administrators.<br><br>☐ Provide consultation and/or formal professional growth opportunities on data-driven decision making.<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

# FOCUS AREA:  Curriculum and Instruction

| Number | Reference | STANDARD: The curricula are assessed, monitored, and revised based upon the educational needs of students. |
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| C&I 3 | 59-18-360 59-18-900 59-20-60 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **C&I 3.1** | **The district ensures that systematic procedures are in place to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores with key stakeholders involved.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br><br>☐ A procedure is in place; however, interviews and/or documentation (or the lack of documentation) suggest that student needs and state assessment data are not used to assess the effectiveness of curricula.<br><br>☐ There is no documentation to confirm that systematic procedures are in place to evaluate the effectiveness of the curriculum on the basis of student needs and state assessment scores.<br><br>☐ The curriculum development process does not involve staff, parents/guardians, members of the community, and students.<br><br>☐ There are no local curricula. | ☐ The district leadership must ensure that the school follows established procedure to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores.<br><br>☐ The district leadership must direct a systematic procedure to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores.<br><br>☐ The district leadership must direct the review of existing curricula with representation from staff, parents/guardians, members of the community, and parents. The school leadership should revise and/or modify existing curricula on the basis of the educational needs of the students. | | **Office of Curriculum and Standards**<br>☐ Provide information regarding curriculum alignment.<br><br>**Office of School Quality**<br>☐ Provide "benchmark" tests.<br>☐ Provide workshops on using "benchmark" tests.<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| **C&I 3.2** | **The district ensures that resources and administrative support for curriculum development, procurement, evaluation, and revision are provided.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ Resources for curriculum development, evaluation, and revision are inadequate.<br>　☐ Administrative support for curriculum development, evaluation, and revision are inadequate.<br>　☐ Resources and administrative support for curriculum development, procurement, evaluation, and revision.<br>　☐ There are no local curricula. | ☐ The district leadership must immediately develop and implement a process for resource allocation and administrative support for curriculum development, procurement, and revision. | | **Office of School Leadership**<br>☐ Provide the CP&L School Leadership Executive Institute component entitled "Data Driven Decision Making."<br><br>**Office of School Quality**<br>☐ Broker services for consultants to do curriculum evaluation.<br>☐ Monitor the implementation of the recommendations of the ERT. |
| **C&I 3.3** | **The district ensures that strategies, activities, materials, curriculum components, instruction, and assessments of each curriculum are revised to address gaps in student performance on state assessments.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ Curriculum revisions do not fully address gaps in student performance.<br>　☐ Curriculum revisions do not address gaps in student performance on state assessments.<br>　☐ There are no local curricula. | ☐ The district leadership must direct the revision of curricula using data from student performance on state assessments specifically focused on addressing gaps in student performance. | | **Office of Curriculum and Standards**<br>☐ Provide information on curriculum alignment.<br><br>**Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **C&I 3.4** | **The district ensures that disaggregated data are reviewed, analyzed, and used to plan for improvement.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ Disaggregated data are reviewed and analyzed; however, the results of the analyses are not used to plan for improvement.<br>   ☐ Disaggregated data are not reviewed, analyzed, and used to plan for improvement. | ☐ The district leadership must review existing process of data analysis and revise and/or modify to include the use of disaggregated data to plan for improvement.<br><br>☐ The district leadership must immediately establish a process to review, analyze and use disaggregated data to plan for improvement. | | **Office of School Leadership**<br><br>☐ Provide the School Leadership Executive Institute component entitled "Data Driven Decision Making."<br><br>**Office of School Quality**<br><br>☐ Provide resources for systematic data analysis.<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: Curriculum and Instruction |
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| Number | Reference | STANDARD: The district and/or school uses data to improve its curricula and instruction. |
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| C&I 4 | 59-18-900 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| C&I 4.1 | **The district and school annually review longitudinal student performance data and use this information to evaluate the effectiveness of the existing programs. Curricula and instructional programs are adjusted, as necessary.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Longitudinal student performance data is reviewed; however, instructional programs are not adjusted based on the review.<br>  ☐ Longitudinal student performance data is not reviewed. | ☐ The district and school leadership must direct the review and revision and/or modification of the current practice of evaluating longitudinal student performance data to include how data will be used to make changes to curricula and instructional programs.<br><br>☐ The district and school leadership must direct the annual review of longitudinal student performance data and the use of this information to evaluate the effectiveness of the existing programs and resulting revisions and/or modifications. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: | Curriculum and Instruction |
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| Number | Reference | STANDARD: Each staff member and student has access to resources of the type and in the quantity needed to implement the curricula of the district effectively. |
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| C&I 5 | 59-18-110 59-18-700 59-20-60 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **C&I 5.1** | **The district ensures that instructional materials, resources, and learning activities are aligned with the curricula and state standards; instructional equipment is appropriate to the curricula and is up-to-date; and students have the necessary learning materials.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ Instructional materials, resources, and learning activities are not aligned with the curricula and local and state standards.<br>　☐ Instructional equipment is not appropriate to the curricula and is not up-to-date.<br>　☐ Students do not have access to necessary learning materials. | ☐ The district leadership must direct a review of existing instructional materials, resources, and learning activities for alignment with local and standards.<br><br>☐ The district leadership must determine a plan to replace instructional equipment that does not evidence alignment with local and standards.<br><br>☐ The district leadership must review methods of allocation and revise and/or modify these methods to ensure appropriate provision of instructional materials and/or learning resources to all students. | | **Office of Curriculum and Standards**<br>☐ Provide information on the selection of appropriate instructional materials, resources, and learning activities.<br><br>**Office of School Leadership (OSL)**<br>☐ Provide new principals with training in the allocation of resources through the Leadership Academy's Principal Induction Program.<br>☐ Provide consultation and/or formal professional growth opportunities on school resource allocation.<br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.<br><br>**Office of School Quality**<br>☐ Provide training in developing guidelines for selecting appropriate materials and/or learning resources.<br>☐ Provide training in developing learning activities that support alignment with state and local |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | | | | standards. |
| | | | | ☐ Monitor the implementation of the recommendations of the ERT. |
| | | | | **Office of School Safe Schools and Youth Services** |
| | | | | ☐ Provide information/training to school counselors on the guidance curriculum standards, guidance activities, and the Correlation Brochure to State Standards. |
| **C&I 5.2** | **The district ensures that professional staff members are involved in the selection of quality instructional materials.** <br><br>**Findings:** <br>☐ The above indicator is fulfilled. <br><br>☐ The above indicator is unfulfilled. <br>    ☐ Professional staff members are somewhat involved in the selection of instructional materials, but not in a systemic manner. <br>    ☐ Professional staff members are not involved in the selection of instructional materials. | ☐ The district leadership must develop and implement a system for the selection of instructional materials that includes participation of staff members. | | **Office of School Leadership** <br>☐ Conduct the School Leadership Executive Institute for administrators, specifically the component entitled "Resource Allocation." <br><br>**Office of School Quality** <br>☐ Monitor the implementation of the recommendations of the ERT. |

| C&I 5.3 | The district ensures that instructional apparatus and equipment in all laboratories, resource centers, and classrooms are maintained in good working condition and are regularly updated to meet changing needs as described in the school renewal plan and/or the district strategic plan, and are routinely used by teachers.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Instructional apparatus and equipment in laboratories, resource centers, and classrooms are updated; however, the updates do not keep pace with changing needs.<br>  ☐ Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are not maintained in good working condition.<br>  ☐ Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are regularly updated and maintained; however, teachers do not routinely use the labs. | ☐ The district leadership must revise and/or modify existing plan to include a regular review of instructional apparatus and equipment in all laboratories, resource centers, and classrooms to ensure that these items are maintained in good working order and are updated regularly to meet changing needs. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT. |

# ERT Report Instrument

**Intervention and Assistance Program**
**Office of School Quality**
**Division of Curriculum Services and Assessment**

# <u>Professional Development</u>

**Revised for District Year 2006–07**

**District:** _____

| FOCUS AREA:  Professional Development | | |
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| **Number**<br>PD<br>1 | **Reference**<br>59-24-50 | **CONTEXT**:  The context standards include learning communities, leadership, and resources and address the organization's system and culture in which new learning will occur and be implemented. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 1.1** | **Leadership - Skillful district and school leaders guide instructional improvement through the allocation of appropriate resources and through professional development that improves the learning of all students.**<br><br>Model districts have instructional leaders who promote teacher learning, provide opportunities to improve instruction (e.g. learning communities), create leadership opportunities among the staff, and coordinate resources to guide instructional improvement.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>　☐ The district leadership does not promote teacher learning.<br>　☐ The district leadership does not provide opportunities to improve instruction (i.e., PD time for collaboration, peer observation, feedback).<br>　☐ The district leadership does not create leadership opportunities among the staff (i.e., lead teacher, instructional coach, mentor). | ☐ The district leadership must take action to promote teacher learning.<br><br>☐ The district leadership must take action to provide opportunities to improve instruction (i.e., PD, time for collaboration, peer observation, feedback).<br><br>☐ The district leadership must take action to create leadership opportunities among the staff (i.e., lead teacher, instructional coach, mentor).<br><br>☐ The district leadership must take action to coordinate resources (i.e., time and money) to guide instructional improvement.<br><br>☐ The district staff must take action to guide instructional improvement through professional development that improves the learning of all students including all of the actions above.<br><br>☐ The district and school leadership must ensure that resources are allocated to facilitate professional development that provides collaboration with colleagues during the school day. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of School Leadership**<br><br>☐ Provide consultation and/or formal professional growth opportunities on effective professional development programs.<br>☐ Offer priority enrollment for appropriate school leaders in he OSL continuum of leadership and services. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | ☐ The district leadership does not coordinate resources (i.e., time and money) to guide instructional improvement. ☐ The district leadership does not take any action to guide instructional improvement through professional development that improves the learning of all students. | | | |
| **PD 1.2** | **Resources - The district's professional development improves the learning of all students by allocating appropriate resources to support adult learning and collaboration.**<br><br>Model districts coordinate resources (time and money) to facilitate job-embedded professional development and as appropriate, provide funding for conferences, workshops, coaching, stipends, facilitators, and on-site assistance to improve teaching and learning.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br><br>☐ Some resources are allocated to support adult learning and collaboration; however, these resources are not sufficient.<br>☐ Resources are not coordinated to facilitate job-embedded professional development.<br>☐ Resources are not allocated to facilitate professional development that provides collaboration with colleagues during the school day. | ☐ The district leadership must ensure that resources are allocated to facilitate professional development that provides collaboration with colleagues during the school day.<br>☐ The district leadership must ensure that resources are allocated for other necessary professional development opportunities (conferences, coaching, stipends, facilitators and onsite assistance, workshops).<br>☐ The district leadership must take action to coordinate resources to provide appropriate professional development to support adult learning and collaboration including all the actions above. | | **Office of School Quality**<br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | ☐ Resources are not allocated for other necessary professional development opportunities (conferences, coaching, stipends, facilitators and onsite assistance, workshops). ☐ No action is taken to ensure that the school's professional development improves the learning of all students by allocating appropriate resources to support adult learning and collaboration. | | | |

| FOCUS AREA: **Professional** Development | | |
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| **Number**<br>PD<br>2 | **Reference**<br>59-24-50 | **PROCESS:** The process standards refer to the design and delivery of professional development. They describe the process used to acquire new knowledge and skills. Professional development should be data-driven and research-based, and have strong evaluation, design, learning, and collaboration components. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 2.1** | **Data-driven - The district's professional development improves the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.**<br><br>Model districts use all data (test scores, attendance, discipline, drop-out rate, retention rate, etc.) relevant to or impacting student learning to drive instructional decisions, determine the focus of adult learning, and evaluate the impact of professional development on student achievement.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Student data is not analyzed continuously (at least 4 times a year) to monitor and adjust the instructional program.<br>  ☐ Disaggregated data is not used to determine professional development needs.<br>  ☐ District staff/teachers do not analyze student data to determine whether professional development is having desired effects on student learning.<br>  ☐ Professional development does not use | ☐ The district and school leadership must analyze student data continuously (at least 4 times a year) to monitor and adjust the instructional program.<br><br>☐ The district and school leadership must use disaggregated data to determine professional development needs.<br><br>☐ Teachers must analyze student data to determine whether professional development is having desired effects on student learning.<br><br>☐ The district and school leadership must take immediate steps to use a data-driven process to help improve the learning of all students including all of the actions above. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br><br>**Office of School Leadership (OSL)**<br><br>☐ Provide consultation and/or professional growth opportunities on data-driven decision making.<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. | | | |
| **PD 2.2** | **Evaluation – The district's professional development improves the learning of all students by using multiple sources of information to guide improvement and demonstrate its impact.**<br><br>Model districts evaluate the teachers' acquisition of new skills and knowledge, how this new learning affects teaching, and in turn, how new practices affect the learning of all students. (i.e., surveys to determine the effectiveness of training, observations to evaluate the level of implementation and the students' results to determine the overall effectiveness of the professional development activities).<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>  ☐ Surveys or discussions are not used to evaluate the effectiveness of professional development.<br><br>  ☐ Classroom observations are not used to evaluate the level of implementation of how new learning affects teaching practices.<br><br>  ☐ Students' work is not analyzed to evaluate how the changes in teachers' practices affects student learning.<br><br>  ☐ The district's professional development does not use multiple sources of information to guide improvement and demonstrate its impact. | ☐ The district and school leadership must use surveys or discussions to evaluate the effectiveness of professional development.<br><br>☐ The district and school leadership must use classroom observations to evaluate the level of implementation of how new learning affects teaching practices.<br><br>☐ Teachers and administrators must use students' work to evaluate how the changes in teachers' practices affect student learning.<br><br>☐ The district and school leadership must take immediate steps to include multiple sources of information to guide improvement and demonstrate the impact of professional development including all of the actions above. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 2.3** | **Research based - The district's professional development improves the learning of all students by preparing educators to apply research to their decision making.**<br><br>Model districts use needs assessment results to research best practices/exemplary models before adopting programs to improve teaching and promote higher student achievement.<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ Educational research is not used when selecting both content and processes for professional development (i.e., reading research reports, inviting consultants to the school, visiting schools).<br>   ☐ Educational research is not used to compare the students on whom the research was conducted with the students in their school.<br>   ☐ The district's professional development does not, in any way, prepare educators not in any way to apply research to decision making. | ☐ The district and school leadership must use educational research when selecting both content and processes for professional development (i.e., reading research reports, inviting consultants to the school, visiting schools).<br><br>☐ The district and school leadership must use educational research to compare the students on whom the research was conducted with the students in their school.<br><br>☐ The district and school leadership must use educational research to prepare educators to apply research in their decision making, including the actions above. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT<br><br>**Office of School Leadership (OSL)**<br><br>☐ Provide consultation and/or formal professional growth opportunities on research methodology.<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 2.4** | **Design - The district's professional development improves the learning of all students by helping teachers use appropriate learning strategies that are aligned to the intended goal of the lesson.**<br><br>Model districts design professional development to enhance teachers' current skills and help them acquire new skills. Support and follow-up are essential for the practices to become a routine part of teachers' instructional repertoire (i.e. training can be combined with coaching, demonstration lessons, video models, collaboration, study groups, and action research).<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>   ☐ Training, workshops, courses, and large group presentations are not provided to assist teachers in enhancing skills and/or acquire new skills.<br>   ☐ Professional development activities are not interactive (i.e., live video models, classroom demonstrations, coaching, study groups, or peer visits).<br>   ☐ Professional development activities are not designed to provide follow-up sessions throughout the school year.<br>   ☐ The district's professional development does not, in any way, use learning strategies that are appropriate to the intended goal. | ☐ The district and school leadership must use training, workshops, courses, and large group presentations to assist teachers in enhancing skills and/or acquire new skills.<br><br>☐ The district and school leadership must use interactive professional development activities (i.e., live video models, classroom demonstrations, coaching, study groups, or peer visits).<br><br>☐ The district and school leadership must provide follow-up sessions to professional development activities throughout the school year.<br><br>☐ The district and school leadership must ensure that teachers use appropriate learning strategies that are aligned to the intended goal of the lesson, including the actions above. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 2.5** | **Learning - The district's professional development improves the learning of all students by applying knowledge about human learning and change.**<br><br>Model districts conduct professional development that incorporates the instructional methods teachers are expected to use in the classroom, while considering the career stages of the faculty and the impact of the change process.<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>   ☐ Learning methods in professional development do not model the methods teachers are expected to use with their students.<br><br>   ☐ Minimal opportunities are provided for teachers to practice new skills and receive feedback on their performance (i.e., active learning, reflection, demonstration lessons, observations).<br><br>   ☐ Professional development activities do not use the skills and experience teachers possess at different points in their careers (i.e., coaches, mentors, master teachers, peer assistants).<br><br>   ☐ The district's professional development does not apply knowledge about human learning and change in any way. | ☐ The district and school leadership must ensure that learning methods taught during professional development sessions model the methods teachers are expected to use with their students.<br><br>☐ The district and school leadership must provide maximum opportunities for teachers to practice new skills and receive feedback on their performance (i.e., active learning, reflection, demonstration lessons, observations).<br><br>☐ The district and school leadership must incorporate professional development activities that use the skills and experience teachers possess at different points in their careers (i.e., coaches, mentors, master teachers, peer assistants).<br><br>☐ The district and school leadership must apply knowledge about human learning and the change process to their professional development program, including the actions above. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 2.6** | **Collaboration - The district's professional development improves the learning of all students by providing educators with the knowledge and skills to collaborate.**<br><br>Model districts develop knowledge of strategies to monitor and improve group interactions, group decision-making strategies, group structures, stages of group development, conflict resolution, and effective interaction skills for team members.<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>    ☐ Professional development activities designed to instruct teachers how to collaborate is available in some, but not all, of the areas listed below.<br>      • designing lesson plans<br>      • critiquing student work<br>      • analyzing data<br>      • principles of planning<br>      • conflict resolution<br>      • team building<br>      • group dynamics<br>      • formulating questions<br>      • evaluating information<br><br>    ☐ The district's professional development does not, in any way, provide educators with the knowledge and skills to collaborate. | ☐ The district and school leadership must provide educators with the knowledge and skills to collaborate by providing them with growth opportunities in the areas below.<br>    • designing lesson plans<br>    • critiquing student work<br>    • analyzing data<br>    • principles of planning<br>    • conflict resolution<br>    • team building<br>    • group dynamics<br>    • formulating questions<br>    • evaluating information | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT. |

| FOCUS AREA: **Professional** Development |
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| Number | Reference | **CONTENT**: The content standards refer to the actual skills and knowledge that effective educators need to produce higher levels of student learning. The standards include equity, quality teaching and family involvement. |
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| PD 3 | 59-24-50 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 3.1** | **Equity - The district's professional development improves the learning of all students by preparing educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for students' academic achievement.**<br><br>Model districts have professional development that helps teachers to understand the cognitive and social/emotional characteristics of students in order to provide all students with an appropriate curriculum, helps teachers to differentiate instruction based on student needs, and helps teachers to communicate high expectations for all students in an environment that is emotionally and physically safe.<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>  ☐ Professional development opportunities are not available to help teachers understand the general cognitive and social/emotional characteristics of the students they teach.<br><br>  ☐ Professional development opportunities are not available to provide differentiated learning activities and various ways to assess student progress. | ☐ Professional development opportunities must be provided to help teachers understand the general cognitive and social/emotional characteristics of the students they teach.<br><br>☐ Professional development opportunities must instruct teachers on how to provide differentiated learning activities and various ways to assess student progress.<br><br>☐ Professional development activities must provide knowledge and skills on how to establish safe and orderly learning environments.<br><br>☐ The district and school leadership must prepare educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for students' academic achievement, including the actions above. | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br><br>**Office of School Leadership (OSL)**<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | ☐ Professional development activities are not available to provide teachers knowledge and skills to establish safe and orderly learning environments.<br><br>☐ The district's professional development does not in any way prepare educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. | | | |
| **PD 3.2** | **Quality Teaching - The district's professional development improves the learning of all students by deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately.**<br><br>Model districts have teachers who participate in sustained, rigorous professional development for the subjects they teach, the strategies they use to teach those subjects, the means by which they assess student progress, and the research regarding human learning and development.<br><br>**Findings:**<br><br>☐ The above indicator is fulfilled.<br><br>☐ The above indicator is unfulfilled.<br><br>☐ Professional development activities are not available for teachers to deepen their understanding of the subject(s) they teach.<br><br>☐ Professional development activities are not available for teachers to deepen their understanding of the strategies they use to teach. | ☐ The district and school leadership must provide professional development activities that deepen teachers' understanding of the subject(s) they teach.<br><br>☐ The district and school leadership must provide professional development activities that deepen teachers' understanding of the strategies they use to teach those subjects.<br><br>☐ The district and school leadership must provide professional development activities that deepen teachers' understanding of the way in which they assess student progress.<br><br>☐ The district and school leadership must provide professional development activities that deepen teachers' understanding of the instructional approaches they will use with their students (i.e., workshops/courses with classroom follow-up, participation in study groups, visit high performing classrooms, observe demonstration lessons, classroom coaching).<br><br>☐ The district and school leadership must provide professional development activities that deepen educators' content knowledge, providing them with research-based instructional strategies to assist students | | **Office of School Quality**<br><br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br><br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of School Leadership (OSL)**<br><br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| | ☐ Professional development activities are not available for teachers to deepen their understanding of the way in which they assess student progress. | in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately, including the actions above. | | |
| | ☐ Professional development activities are not available for teachers to deepen their understanding of the instructional approaches they will use with their students (i.e., workshops/courses with classroom follow-up, participation in study groups, visit high performing classrooms, observe demonstration lessons, classroom coaching). | | | |
| | ☐ The district's professional development does not deepen educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately. | | | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
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| **PD 3.3** | **Family Involvement - The district's professional development improves the learning of all students by providing educators with the knowledge and skills to involve families and other stakeholders appropriately.**<br><br>Model districts communicate and build partnerships with families and the community to increase home-school relationships that support student learning.<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br><br>☐ Professional development activities designed to instruct teachers on how to involve families and other stakeholders are available in some, but not all, of the areas listed below:<br>• Parenting<br>• Communicating<br>• Volunteering<br>• Learning at Home<br>• Decision Making<br>• Collaborating with the Community<br><br>☐ The district's professional development does not provide educators with knowledge and skills to involve families and other stakeholders appropriately. | ☐ The district and school leadership must provide educators with the knowledge and skills to involve families and other stakeholders, including all of the areas below:<br>• Parenting<br>• Communicating<br>• Volunteering<br>• Learning at Home<br>• Decision Making<br>• Collaborating with the Community<br><br>(Note: see L&G 12 for more details on Parent/Family programs) | | **Office of School Quality**<br>☐ Provide guidance and/or workshops on the NSDC Standards for Staff Development.<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of School Leadership (OSL)**<br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services/ |

| FOCUS AREA: Professional Development |
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| Number | Reference | STANDARD: The district has established programs that provide formal guidance to teachers and administrators on professional growth plans for teachers. |
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| PD 4 | 59-26-40 | |

| Number | Indicator | Recommendations | Time Frames | Technical Assistance |
|---|---|---|---|---|
| PD 4.1 | **Individual growth plans for district/school staff are supportive of the district strategic plan.**<br><br>**Findings:**<br>☐ The above indicator is fulfilled.<br>☐ The above indicator is unfulfilled.<br>  ☐ Individual growth plans generally support the district strategic plan/school renewal plan but must be brought up to date to be more closely aligned.<br>  ☐ The individual growth plans for district staff/teachers do not support the district strategic plan/school renewal plan.<br>  ☐ District administrators/teachers have not completed individualized professional growth plans. | ☐ The district and school leadership must review the individual growth plans for all teachers to ensure that they support the district strategic plan/school renewal plan.<br><br>☐ The district leadership must direct all district staff/teachers to complete individualized professional growth plans that support the district strategic plan/school renewal plan. | | **Office of School Quality**<br>☐ Monitor the implementation of the recommendations of the ERT.<br><br>**Office of School Leadership (OSL)**<br>☐ Provide consultation and /or formal professional growth opportunities on individual professional growth plans.<br>☐ Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. |

# ERT Report Instrument

**Intervention and Assistance Program**
**Office of School Quality**
**Division of Curriculum Services and Assessment**

# <u>Performance</u>

**Revised for District Year 2006–07**

**District:** _____

| FOCUS AREA: | Performance Review for Districts Serving Grades Three Through Eight |
|---|---|

| Number | Reference | * **REVIEW:** Districts that enroll students in grades three through eight use the PACT to measure the degree to which the district has |
|---|---|---|
| Per 1 | 59-18-310 | successfully imparted knowledge and skills in the core curriculum.<br><br>*This review should be for districts serving only grades three through eight. |

| Number | Reference | Statement of Reivew/Findings |
|---|---|---|
| Per 1.1 | 59-18-310 | **Findings:**<br><br>A review of the 2006 district report card indicates that the district has an **absolute** rating of _____.<br><br>A review of the 2003 district report card indicates that the district had an **absolute** rating of _____.<br><br>** Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006. |
| Per 1.2 | 59-18-310 | **Findings:**<br><br>A review of the 2006 district report card indicates that the district has an **improvement** rating of _____. |

| FOCUS AREA: | Performance Review for Districts Serving Grades Nine Through Twelve | |
|---|---|---|
| **Number**<br><br>Per<br>2 | **Reference**<br><br>59-18-310 | **\* REVIEW:** Districts that enroll students in grades nine through twelve use HSAP results and 2006 eligibility for LIFE Scholarships (will be replaced by EOCEP data on the 2007 report card) to measure the degree to which the students have mastered grade-level academic standards in the core content areas. The following criteria are calculated to determine the absolute rating on the 2006 high school report card:<br><br>• Longitudinal Exit Exam Passage Rate (30%)<br><br>• First-attempt HSAP Passage Rate (20%)<br><br>• Eligibility for LIFE Scholarships (20%)\*\*<br><br>• Graduation Rate (30%)<br><br><br>\*This review should be for districts serving only grades nine through twelve.<br><br>\*\* Will be replaced in 2006-07 by % Scoring 70 or Above on End-of-Course Tests (20%) |

| **Number** | | **Statement of Reivew/Findings** |
|---|---|---|
| Per<br>2.1 | 59-18-310 | **Findings:**<br><br>A review of the 2006 district report card indicates that the district has an **absolute** rating of _____.<br><br>A review of the 2003 district report card indicates that the district had an **absolute** rating of _____.<br><br><br>\*\*\* Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006. |
| Per<br>2.2 | 59-18-310 | **Findings:**<br><br>A review of the 2006 district report card indicates that the district has an **improvement** rating of _____. |

# Comments

**School:**                                   **District:**

This section is not mandatory; however, it is available for any specific bulleted commendations or comments that would help improve student performance.

| Commendations | Comments |
|---|---|
| <br>• <br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br> | <br>• <br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br><br>• <br><br> |